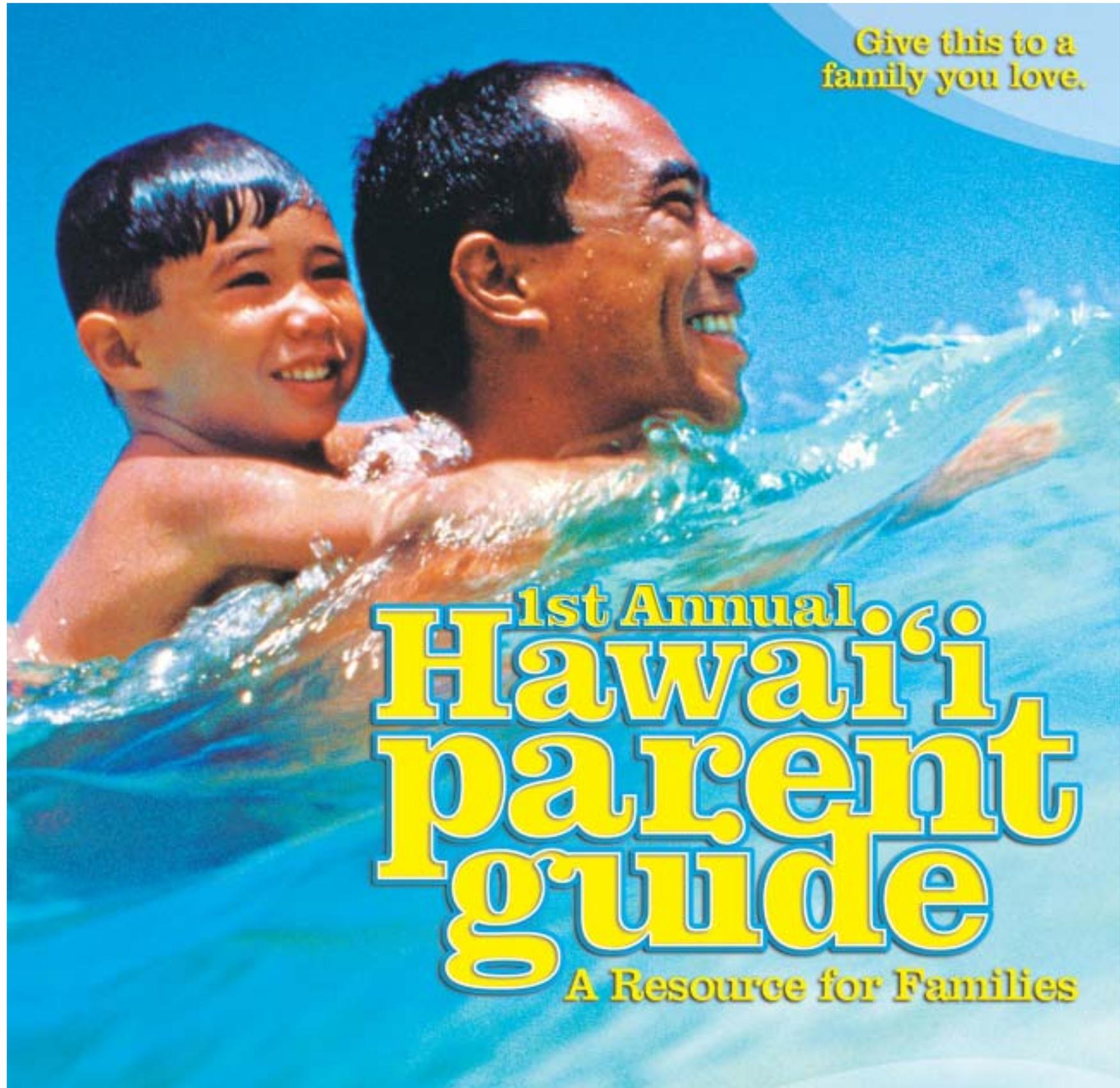
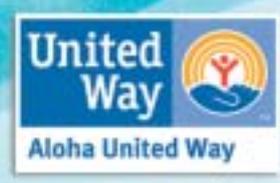


Give this to a family you love.



# 1st Annual Hawai'i parent guide

A Resource for Families



## Sponsors

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# aloha

**P**arents! Welcome to the **1st Annual Hawaii Parent Guide, A Resource for Families.** Hold on to this one! This guide contains valuable information for all parents regardless of the age of your child.

Often times when parents are asked to “get involved” in their child’s education or extra curricular activities, an initial response is a feeling of guilt on the part of the parent thinking they aren’t involved enough. Being involved in your child’s education doesn’t necessarily mean you run the school fundraiser every year. Other parent involvement activities that benefit your child’s educational development are simpler things you can do each day: communicate with the teacher and school,

discuss school activities and assignments with your child, show interest, and, monitor and supervise their out of school activities.

In the teenage years, parent involvement tends to dwindle. Our teenage children often times present themselves to be independent, sophisticated and “mature for their age,” however we all need to remind ourselves they are still children that require guidance and our involvement even through adulthood.

Keep this Parent Guide handy. It connects our community, our schools and our families.



**Pizza Hut supports literacy. You can, too.**



Just stop by any participating Pizza Hut and pick up your Carryout For Literacy Card. The cost is \$10 and proceeds go to literacy programs throughout Hawaii. Each time you order carryout pizza at regular price, show us your card and you'll get a second carryout pizza free. (Yes, you read that right.) Your card is good for a whole year's worth of free pizzas. It's a great deal that makes you feel great about yourself.



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Every Keiki Deserves A Good Beginning



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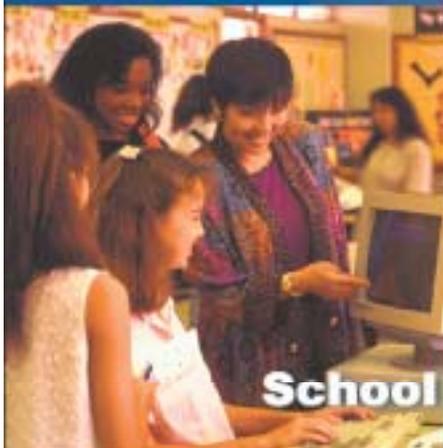


Additional copies are available for purchase at The Honolulu Advertiser's information desk. For more information contact Jennifer Dang at 525-7660 or jdang@honolulu.gannett.com.

[www.familysupport.k12.hi.us](http://www.familysupport.k12.hi.us)

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## HECO's powerful commitment to education



### School Partnership

For decades HECO has supported schools through personnel, educational programs, and monetary contributions. Our commitment includes sharing our expertise in activities like **Junior Achievement**, volunteering in the **Hawaii 3Rs** school renovation efforts, and making grants to programs such as the **Presidential Awards for Excellence in Math and Science Teaching** and **Ready to Learn**.



### Science and Discovery

Science and math are foundations for invention and discovery. HECO sponsors and provides volunteers for events such as the **Lacy Veach Day of Discovery**, an annual space science day with free workshops for students and their families, and the **FIRST ROBOTICS Competition**, a national NASA program. HECO also sponsors local and statewide science fairs and math competitions.

During the summer, high school students can gain an inside look at the electric industry in the **Summer Internship Program** at HECO. Working with mentors, students develop skills, learn what aspects of the job fit their interests and talents, and make the connection between school, work, and achieving goals.

### Career Development



GVW70920  
HAWAIIAN ELECTRIC COMPANY

Through the **Sun Power for Schools** program, HECO and its customers fund demonstration solar electric systems at public schools. The program features a special curriculum on renewable energy and an annual **Solar Sprint**, a race for model solar-powered cars, which allows students to see the sun's energy in action. Teachers can use HECO's **Landing Library** and can request guest speakers.

### Solar Energy



# Children learn what they live

**A** representative democracy is dependent on its people having the knowledge, dispositions, and skills to take an active role in self-government. Participation in such a society is a learned behavior. Since children will imitate and follow what they see their parents do, parents have an essential role in establishing the way a child will interact with the world. Parents are, after all, a child's first – and most influential – teachers, and significantly influence how a young person demonstrates his or her ability to live responsibly in a society.

As parents model how to get along with society, children will follow. The purpose of schools is to enable our young to learn and practice the attitudes and behaviors necessary to live interdependently with others in order to perpetuate a civil society. Act 51: Reinventing Education Act (2004) was hallmark legislation that articulated the civic mission of schools and the responsibilities of adults to prepare children for living peacefully in a democratic society:

**Although many responsibilities are laid upon education, ultimately education must do no less than advance the endowment of human culture, itself, so that each succeeding generation finds itself further along the road towards peace, social justice, and environmental sustainability in a society guided by creativity, compassion, and curiosity.**

Parents are recipients of the gift of a child's life and with that privilege also comes the responsibility to en-



Lyla and son  
Ka'ohu in 1989.

able that child to find his or her way to thrive in society. Civic responsibility is the expression of learning how to be part of a civilization. Learning to be a civic-minded person is really no more than learning how to participate, confidently and competently, with a group of people so that everyone can contribute to the success of the group.

Children learn what they live.

If children feel understood and live with acceptance, they will learn to speak up and share the "truth" as they see it. They will have the capacity to articulate what they think and a willingness to enter into dialogues with others who have different points of view.

If children feel 'heard' and live with respect, they will learn to act fairly and be concerned about the rights and welfare of others. They will have the capacity to be socially responsible and personally succeed without hurting or hindering others.

If children feel appreciated and live with aloha, they will learn to have good will toward others and find ways to contribute to a more peaceful, loving world. They will have the capacity to build friendships and alliances that can be ben-

eficial in finding solutions.

The dynamic of living in a democratic society is in finding the balance between personal self-interest and "the common good." Parents, as the first and most important teachers, can help children explore that balance, but parents must be in balance, themselves, in order to guide their children by example.

One of the ways that parents can assist themselves, and therefore their children, to learn how to live in a civil society is to share the "power." It is possible to have a child recognize the greater knowledge and experience of a parent without sacrificing the dignity or worth of a child. Viewing children as partners in some family decisions and deliberately soliciting their viewpoints on certain issues can develop the ability of each young person to become more self-disciplined.

By listening and engaging children in ways to effectively be part of the family, rather than remaining recipients of "other's" decisions, also builds parent-child partnerships. Communicating in such ways not only expands the role of the child in the family setting, but also influences how that child sees him/herself in situations with other people.

Becoming a parent who knows how to effectively interact with a young person, communicate boundaries, and enable a child to become part of 'the solution process' takes learning and skill. The outcomes will be well worth the learning process for both child and parent, as ultimately what we all want for our children is to be able to enjoy each other, have stronger bonds, and for them to walk more confidently in the world.

We must decide, as parents, to be stewards of our children's development and guide them accordingly, to interact with us, each other and the world in civil, loving ways.

We need to be the parent that we want to be and the parent that children need us to be.

As Gandhi said: "We need to be the change we wish to see in the world."

Lyla Berg, Ph.D., is Vice-Chair of the Education Committee in the Hawaii House of Representatives and State Coordinator for Project Citizen with the Center for Civic Education. She is a single mom and has a 20-year old son in college.

# Five key ideas for new parents

*You can help your child learn better and be happier just by following these five simple guidelines.*

## UNDERSTAND AND RESPOND TO YOUR BABY'S NEEDS

You can't "spoil" an infant, so go to her when she fusses or cries. By responding to your baby's cues, you teach her that you care about her needs and that she can trust you. Ignoring a baby's needs can do harm by causing stress levels to rise. You may not always understand your baby's cues, but be patient. This is a learning process for both you and your baby. If she likes what you are doing, you know you are getting it right.



## TAKE CARE OF YOURSELF SO YOU CAN CARE FOR YOUR CHILD

Becoming a parent can be overwhelming and exhausting. Unless you take care of yourself, you will have a hard time taking good care of your child. For this reason, it is important to have support from friends, family or community organizations. Do not be afraid to ask for help caring for your child.



## TALK, SING AND READ TO YOUR CHILD

Let your child hear your voice as much as possible—it does not matter what you say to him. The young brain is especially interested in sound. You can form a deep emotional connection between you and your child by simply sharing the sound of your voice with him. Sounds also are important to a newborn because they are the building blocks of speech and language.



## CREATE A PREDICTABLE WORLD FOR YOUR CHILD

Providing routines and expected responses gives your child a sense that the world is a trustworthy place. It also teaches him that he can depend on you. If your child understands this, he will spend less energy fussing over his needs and more time learning. Routines can include basic activities like feeding and bathing.



## PROVIDE A WARM AND LOVING ENVIRONMENT

Helping your child feel safe and secure is the key to encouraging growth and development. A child who feels loved will have an easier time learning about the world around her. Therefore, make sure you interact with your child, providing love and affection.



Born Learning™ is a public engagement and material distribution campaign that provides important information about what young children need everyday to ensure quality early learning. Designed to support you in your critical role as a child's first teacher, Born Learning materials are made available through the efforts of United Way, United Way Success By 6 and Civitas. For more information, visit us online at [bornlearning.org](http://bornlearning.org).



This Civitas tool was adapted for the Born Learning campaign.  
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Call Aloha United Way's  
211 for a free  
information packet.



Aloha United Way

Phone: (808) 536-1951 • [www.auw.org](http://www.auw.org)

what matters®

# Keiki first-aid

## What to do when your child is hurt

This checklist explains what to do in the event of an emergency for your keiki. Your doctor is the best source of advice for your child's care.

**Call 911 when you need IMMEDIATE medical help.** Be prepared to give your name, address, and a brief explanation of what happened.

Some emergencies are when your child:

- Does not respond, talk or wake up
- Stops breathing or has a very hard time breathing
- Is in shock (pale, cold and sweaty skin, fast heartbeat and breathing).

### Allergies

CALL 911 if your child has a severe allergic reaction, like:

- Difficulty breathing, or stops breathing
- Wheezing with noisy breathing
- Swelling of the face or throat

### Bites & Stings

#### Human or Animal Bites:

- Call your doctor if the bite results in broken skin or puncture wounds.
- Report all animal and human bites to your doctor.
- Clean the bite with soap and water immediately.
- Cover the bite with a clean bandage or sterile gauze.
- Do not put any ointment or cream on bites unless instructed by your doctor.
- Watch your child carefully for any reaction after the bite. Call your doctor if you have any questions.

#### Insect Stings and Bites:

- If a stinger is present, gently remove it or scrape it off. Be careful not to push the stinger further into the skin.
- Clean the bite with soap and water immediately.
- Cover the bite with a clean bandage or sterile gauze.
- Do not put any ointment or cream on

bites unless instructed by your doctor.

- Watch your child carefully for any reaction after the bite. Call your doctor if you have any questions.

#### Ocean Animal Stings:

Ocean animals that sting and are common in Hawaii are Box jellyfish and Portuguese Man-of-War:

- Remove tentacles carefully with a stick or other tool.
- Do not rub area with sand or anything else.
- Do not use urine or alcohol, which makes the burning worse.
- Apply ice packs for pain relief.
- For Box jellyfish only, pour household vinegar on the stings (this does not relieve pain but prevents additional stings).
- For Portuguese Man-of-War, rinse with fresh or salt water.
- Flush exposed eyes with tap water for at least 15 minutes. Consult your doctor.
- Watch your child carefully for any reaction after a sting. Call your doctor if you have any questions.

### Broken bones

(Including fractures, dislocations, sprains and strains).

- Call 911 if you are unsure how badly your child is hurt. DO NOT move child who complains of neck or back pain and is unable to move, unless child is in immediate danger, OR
- Call your doctor or go to the emergency room immediately if the injured part is painful, swollen and deformed.

- If there is bleeding, apply a thick, clean cloth with direct pressure to the wound and keep covered.

#### Until your child receives medical attention:

Support the leg or arm above and below the injury by using rolled-up newspapers, cardboard, towels, pillows or

wood as splints. Support the affected arm with a sling using scarves, cloth diapers, towels or pillowcases. Place cold compress or ice packs on the injured part. DO NOT give your child anything to eat or drink.

### Burns

- Call 911 if your child:
- Has bad widespread burns caused by heat, chemicals, or electricity.
- Becomes very pale, has cold and sweaty skin, and fast heartbeat and breathing.
- Do not give your child anything to eat or drink.
- Keep your child warm until help arrives.

#### Electrical and Heat burns:

- Remove your child from the source of electricity or heat. Protect yourself.
- Remove affected clothing unless it sticks to the burned area.
- Do not put any cream, grease, butter, or medicine on a burn unless instructed by your doctor.
- Do not touch affected skin area.
- Cover the burned area with a clean dry cloth.

#### Wet chemical burns:

- Flush off the wet chemical with large amounts of running water for 20 minutes. Be sure to protect your child's eyes from the chemical while flushing.
- Remove all clothing as child is being rinsed with water.
- While flushing, call the Poison Help Line at 1-800-222-1222 for more information.

#### Dry chemical burns:

- Remove all clothing carefully and brush off child's skin thoroughly. Be sure the chemical does not touch your skin (use a glove or towel to protect your hand).
- Call Poison Help Line at 1-800-222-1222 to check if chemical is water reactive before flushing with water.

### Choking:

- If your child is coughing or talking and his color is good, encourage him to keep coughing in order to get the object out on his own.
- Call 911 if your child turns blue, cannot talk or is struggling to breathe, and do the Heimlich Maneuver if you have been trained.
- Do not try to get the object out unless you can see it.

## Cuts & Bleeding

■ Call 911 if blood loss is great, bleeding cannot be controlled in 10 minutes, or if your child is in shock.

■ Keep direct pressure on the wound with a clean cloth or sterile gauze for at least 10 minutes. If the blood soaks through, do not remove the cloth; add more gauze.

■ Bandage firmly.

**Call your doctor or go to the emergency room if the wound:**

- Is a deep puncture wound.
- May need stitches.
- Is in the arm or leg and there is loss of feeling or motion.
- Cannot be cleaned well and foreign matter such as glass, wood or gravel remain in the wound.
- Is an animal or human bite.
- DO NOT put any medication on the wound unless instructed by your doctor.

**For nosebleeds:**

- Sit and lean child forward.
- Have your child press firmly on both sides of the nose on the soft part for at least 10 minutes.
- Apply a cold pack or ice wrapped in a towel to the nose and face.
- If the bleeding does not stop, call your doctor or go to the emergency room.

**For amputated parts:**

- Stop the bleeding with direct pressure, using a clean cloth or sterile gauze and elevate.
- Wrap the amputated part in a moist towel and place in a plastic bag. Put the bag on ice and take it with the child to the hospital.

**For knocked out teeth:**

- For baby (primary) teeth: Stop the bleeding with direct pressure using a clean cloth or sterile gauze. Call your dentist.
- For permanent teeth: Stop the bleeding, DO NOT clean the tooth; gently place it in a glass of milk. Take the child with the tooth in milk immediately to the dentist or an emergency room.

## Drowning

■ Safely remove child from the water. Should you suspect a head injury, hold child's head securely and lift child out of the water in one motion.

■ Call 911

**If your child is not breathing or is unresponsive.**

■ Do not compress the abdomen

as child may vomit and choke.

■ Call your doctor or go to the emergency room if your child had a near drowning episode, even if your child did not stop breathing or become unconscious, as breathing problems may develop later.

## Foreign objects

**If the foreign object is deeply placed in the body:**

- Leave the object in place and keep it from moving with padding and bandaging.
- Call 911 if there is danger in moving your child, or go to the emergency room immediately.

**If the foreign object is in the eye:**

- Flush the eye gently with water to remove dirt, dust or liquids. Cover both eyes loosely and call your doctor.
- If the object is deeply deposited in the eye, DO NOT remove it. Cover both eyes loosely and call 911 or go to the emergency room immediately.

**If the foreign object is in the ear or nose:**

- Try to remove it if it is not embedded or you can do so easily.
- If unable to remove it, call your doctor.

## Head injury

**Call 911 if your child:**

- Does not respond, talk or wake up
- Is in shock.
- Complains of neck pain. DO NOT move a child who complains of neck or back pain and is unable to move, unless he is in immediate danger.
- Has clear or bloody fluids coming from the nose and ears.

If you are unsure how badly your child is hurt, call your doctor for instructions.

## Poisoning

■ Call 911 if your child stops breathing, has difficulty breathing, is having seizures or is unconscious.

■ Save whatever your child has swallowed, the container and a sample of the vomited matter if there is

any, and take it with you to the Emergency Room.

■ Call the Poison Help Line at 1-800-222-1222 for assistance and have the product with you.

**Swallowed the wrong medicine or too much medicine:**

- Call the Poison Help Line.
- Do not give your child anything to eat or drink.
- Do not make your child vomit.

**Swallowed something that is not food or medicine:**

- Call the Poison Help Line.
- Have your child drink a small amount of water.
- Do not make your child vomit.

**Poison in the eyes:**

■ Flush your child's eyes with lukewarm running water for 15 to 20 minutes.

**Poison on the skin:**

- Remove contaminated clothing.
- Rinse your child's skin with running water for 15 to 20 minutes.

**Inhaled poison:**

- Protect yourself.
- Get your child to fresh air.

## Seizures

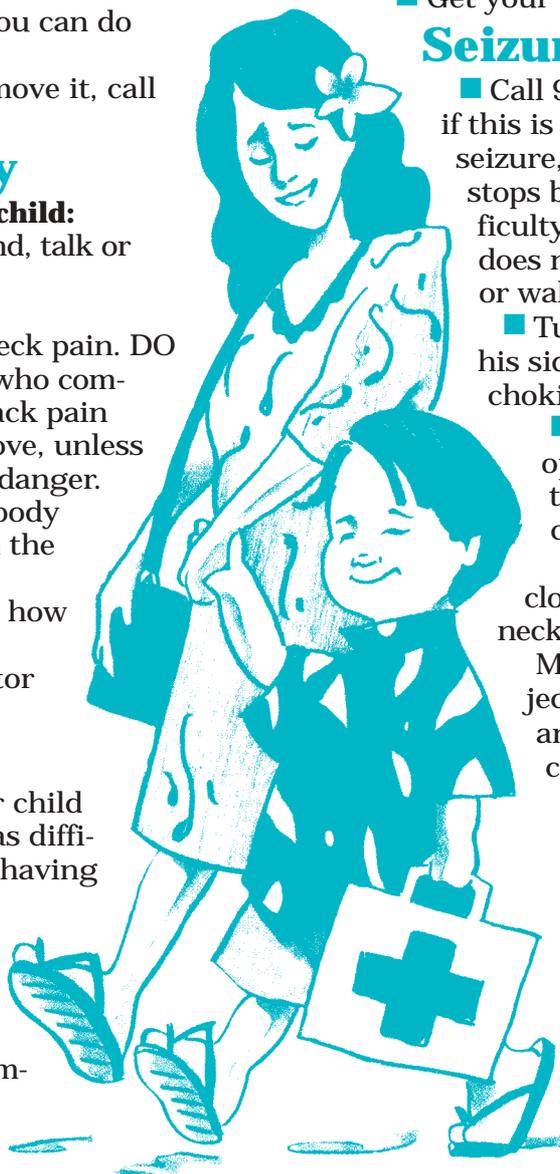
■ Call 911 immediately if this is your child's first seizure, or your child stops breathing, has difficulty breathing or does not respond, talk or wake up.

■ Turn your child on his side to prevent choking.

■ Do not force open or put anything in your child's mouth.

■ Loosen tight clothing around the neck.

Move harmful objects out of the way and protect your child from injury.



For more information call: Maternal and Child Health Branch (808) 733-4056

# HPIRC helping families help their children

Resources provided by the Hawaii Parental Information and Resource Center (HPIRC):

## Parenting skills

- Understanding child and adolescent development
- Supporting children as students
- Facilitating understanding between school personnel and families

## School & home

- Informing families about school programs and student progress
- Informing families about their rights under the No Child Left Behind legislation
- Promoting school-to-home and home-to-school communication

## Volunteerism

- Supporting recruitment, training

and flexible scheduling to involve families as volunteers at school

- Working with schools to increase community involvement

## Learning at home

- Involving families in their children's learning activities at home and in the community
- Encouraging parents to become their children's first and most important teachers
- Helping parents work with their pre-school children to get ready for

school through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program

## Decision making & advocacy

- Equipping families to become advocates for their children's success
- Helping families voice their opinions and participate in school decisions

## Community involvement

- Using resources and services from the community to strengthen schools.

## Contact the HPIRC resource near you

Toll Free Number for Neighbor Islands:  
1-877-99H-PIRC (994-7472)

Christina Simmons, Project Director  
841-6177, fccsimmons@pachhawaii.org

Gordon Miyamoto, State Coordinator  
235-7747, kcfcgmiyamoto@pachhawaii.org

Family Support Services of West Hawaii  
Linda Jeffrey, Site Coordinator – 329-7773

KEY Project – Kahaluu, Oahu  
John Reppun, CEO – 239-5777

Molokai Family Support Center  
Kata Lee, Coordinator – 646-0546

Nana's House – Waimea, Kauai – 338-0252

PACT Kaneohe Community  
Family Center – 235-7747

PACT KPT Family Center – 841-6177

Home Instruction for Parents of  
Preschool Youngsters (HIPPO):

West Hawaii HIPPO  
Shannon Ramirez, Coordinator – 326-7778

Kaneohe HIPPO  
Sunshine Michael, Coordinator – 235-9779

Molokai HIPPO  
Kata Lee, Coordinator – 646-0546

**HPIRC** hawaiiipirc.org

## DO YOU KNOW A CHILD WHO NEEDS FREE OR LOW-COST HEALTH INSURANCE?

### Why is health insurance important?

- 👤 Children with health insurance can get regular health care.
- 👤 Regular health care helps children be healthier and less likely to miss school and other activities.
- 👤 Regular health care helps avoid unnecessary emergency room visits.



# Call 211

free phone call from all islands  
or visit

[www.coveringkids.com](http://www.coveringkids.com)

QUEST and Medicaid provide  
medical, dental, and vision care

QUEST and Medicaid for Kids  
Family Income Limits

Household Size	Free Health Insurance	Low-Cost Health Insurance
	Gross Monthly Income	Gross Monthly Income
1	\$ 2,350	\$ 2,820
2	\$ 3,162	\$ 3,795
3	\$ 3,977	\$ 4,773
4	\$ 4,792	\$ 5,751
5	\$ 5,607	\$ 6,729
6	\$ 6,422	\$ 7,707
7	\$ 7,237	\$ 8,685
8	\$ 8,050	\$ 9,660
Each Additional Person	\$ 815	\$ 978

(Revised 1 October 2006)



information provided by **Hawai'i Covering Kids**  
Advocating Health Insurance for All Keiki and 'Ōpio

# Protect Our Keiki: at Home, at Play and On the Way

## Infant Birth to 1 Year

### Developmental Stages & Accomplishments

- \* Babies move more as they grow and explore by putting things in their mouths
- \* Rolling and crawling begin as early as 6 months



INFANT

### Prevent suffocation & choking

Practice safe sleep for the baby:

- Put baby on back to sleep
- Remove soft bedding and pillow-like items and toys from the sleep area.
- Make sure playpen and crib meet safety standards.
- Keep your home smoke-free.
- Keep balloons, plastic bags and small objects out of baby's reach.
- Buckle baby into bouncy seat, swing or high chair.
- Learn infant CPR and first aid.

### Prevent shaking & rough handling

- Baby should be handled gently. Rough play can cause injuries.
- Never shake a keiki: shaking or throwing a baby can cause permanent damage.



### Water safety

- Never leave baby unsupervised near any water such as a bathtub, swimming pool, or ocean.
- Empty buckets and containers after use.
- Always keep toilet lids down; use toilet locks.
- Install insulated fencing around swimming pool and lock gate.
- Obey water safety signs.

### Fall prevention

- Never leave baby alone on a raised surface.
- Put baby in a safe place such as a playpen or crib when you cannot give your full attention.
- Use safety gates on stairways, lock lanais, and close doors.
- Install window guards that adults can open in case of a fire.

### Car safety

- Place infant in the backseat in a rear-facing car safety seat.
- Never place baby in front of an airbag.
- Never leave baby alone in, or around, a car.

### Fire & burn prevention

- Install smoke alarms on every floor and near bedrooms. Test

alarms monthly and replace batteries yearly.

- Practice a family fire escape plan.
- Never carry hot liquid or food when holding baby.
- Cover electrical outlets and keep cords out of reach.
- Protect baby from direct sunlight and talk with your doctor about sunscreen.
- Lower water heater temperature to 120°F.

### Prevent poisoning

- Keep medicine, cleaning agents, paints, insecticides and chemicals in a locked cabinet.
- Use safety latches on drawers and cupboards.
- Do not give baby medications unless directed by a doctor.
- Clean up peeling paint and paint chips that may contain lead and be hazardous. Talk to your doctor about lead testing when baby is 9-12 months old.
- Post number for Hawai'i Poison Hotline near phone: 800-222-1222.



Keiki Injury Prevention Coalition

SAFE KIDS Hawaii

and the Injury Prevention Program, State Dept. of Health

# Hawai'i State School Readiness Definition:

“Children are ready to have successful learning experiences in school when there is a positive interaction among the child’s developmental characteristics, school practices with family and community support.”

- ADOPTED BY THE 2002 LEGISLATURE, ACT 13

## Good beginnings lead to great futures

Good Beginnings Alliance, working in partnership with families, communities, policy makers, providers advocates:

- Shapes public will and policy
- Mobilizes action
- Maximizes resources to ensure that all of Hawai'i's young children are safe, healthy, and ready to succeed.

For more information contact:



**33 S. King Street, Suite 200  
Honolulu, Hawai'i 96813**

**Hawai'i:** 887-1228  
**Kaua'i:** 632-2114  
**Maui:** 270-5557  
**O'ahu:** 531-5502  
**Toll-Free:** 1-866-531-5502

**Fax:** 808-531-5702

**Email:** gba@goodbeginnings.org

Please visit:

**goodbeginnings.org** to view completed materials and learn more about our school readiness efforts.



**INPEACE**

**91-110 Hanua Street #210  
Kapolei, Hawaii 96707  
O'ahu:** 690-8097

## Tips for parents on kindergarten transition

### My family helps me out...

#### Visiting my new school ahead of time.

- Take me there and walk around with me.
- Point out my drop-off and pick-up point.
- Show me where my new classroom is and where the office, cafeteria, restroom and playground are.

#### Getting used to my new school routine.

- Put me to bed and get me up at the new times, for two weeks before school starts.
- If needed, walk me to the bus stop and point out some landmarks for me.

#### Eating a good breakfast before school.

- Help me eat a balanced meal.
- Find out if my school serves breakfast.

#### Feeling secure and comfortable using the school restrooms.

- Show me where they are.
- Go with me into public restrooms when we are away from home.

#### Able to identify myself.

- Help me memorize my full name, my address and phone number and your name or names.

#### Needing your support at my new school.

- Talk with my teacher on a regular basis on how I'm doing.
- Attend parent meetings at school.
- Volunteer to help out at school activities.

### I am confident and prepared...

#### I need to feel excited and comfortable about starting kindergarten.

- Let me know you are excited about me starting Kindergarten.
- Listen carefully to my thoughts and any concerns about my new school.
- Play a game like "you're the teacher, ask me something," to pretend I'm in

school already.

#### I need to know what Kindergarten routines will be like.

- Teach me to follow directions by giving me simple steps for simple chores.
- Help me to learn how to share with other children, to wait my turn and to sit in a circle for a story with my friends.

#### I need to feel good about myself.

- Be patient and let me develop at my own pace.
- Praise me for my strengths and little accomplishments.
- Pay attention to me and listen to my ideas.
- Help me feel good about all the things I can already do.
- Teach me that all my feelings are okay, but not all my actions are okay. For example, it's okay to be upset, but it's not okay to hit somebody.
- Teach me ways to calm myself down when I get frustrated.

#### I need to learn to get along with others.

- Show me ways to make new friends, by having some of my classmates over to play.
- Help me understand how I can be friends with children who are different from me.
- Teach me what to do when someone hurts my feelings.

#### I need to know how to talk with others and to listen to them.

- Talk with me about the things I'm already interested in.
- Teach me how to know when it's my turn to speak and when I need to listen.
- Teach me words to describe my feelings and needs, and when to use them.
- Above all, please model the behavior, attitudes and values you would like to see me learn.

If your child will be 5 by December 31 of this school year, and you are planning to have your child attend kindergarten, be sure to visit the school office and register your Kindergarten child before March to make sure your family receives information about all upcoming school activities!

Source: School Readiness Task Force, "Tips for Parents on Kindergarten Transition"

# SPARKing opportunities

**W**hen working together, parents, early learning programs and elementary schools can effect change to support our keiki – and to ensure their first learning experiences are continuous and connected. Like building blocks, each experience builds on a foundation and touches the next. **The Institute for Native Pacific Education and Culture (INPEACE)** and **Good Beginnings Alliance (GBA)** work together in just these ways on an initiative called **Supporting Partnerships to Assure Ready Kids (SPARK)** to help school communities energize and unite their resources to better prepare children for school.

INPEACE and GBA collaborate to bring quality to the education and care of children, particularly those between the ages of 0-8, ensuring that there is opportunity for professional development of teachers, assistance to parents and the extended ohana to be their children's first

teachers. We also work to make sure there are smooth transitions from one environment to the other, such as preschool to kindergarten – teaching that recognizes the culture and learning styles of individual children.

Through programs like SPARK, we are able to provide information to parents, encourage early learning programs with parent involvement and ask elementary schools to help meet the needs of parents, keiki and early learning programs before the keiki enters kindergarten.

SPARK involves partnerships of communities, state agencies, and schools. Together, these partners provide comprehensive support to keiki, their parents and teachers, providing the quality early learning experiences required for later success in school.

Thanks to the W.K. Kellogg Foundation, this SPARK program allows us to assist selected preschools in aligning with preschool content standards and obtain accreditation.

This then enables preschools to receive more money from the Department of Human Services.

Over the next two years,

SPARK will also assist elementary teachers in getting early childhood expertise and Hawaiian cultural knowledge.

Parent and teacher feedback has been positive for children who participated in SPARK's Keiki Steps to Kindergarten Transition Program.

## From parent to employee to college

Nalei Arsiga-Faurot's journey with INPEACE began seven years ago and is only getting better with every step.

Nalei was a mother of three when she started attending the Nanakuli Keiki Steps site in 1999, beginning her interest in returning to school and making a difference in her community.

After three years as a parent leader and volunteer, Nalei became a Teacher's Aide at the Waianae site. As part of INPEACE's mission to enhance workforce development, she earned her Child Development Associates (CDA) certification, which is needed to be able to teach in a center-based preschool in Hawai'i. As she started taking college courses to fulfill this requirement, Nalei's knowledge and understanding of Early Childhood began to flourish. She enhanced her skills and strengthened her interactions with the children and families.

Nalei continued to mature as a leader and became a Site coordinator/Lead teacher. Her interest in Early Childhood increased as she became more involved in her children's movement up the education ladder. She maximized every opportunity to be involved in community efforts.

INPEACE's SPARK program was a perfect avenue for Nalei to expand her knowledge and awareness about how to help her keiki become a "Ready Kid." SPARK provided a variety of activities, information and services-developmental and readiness assessments, referrals for special needs, support, parent education and transition activities.

Now Nalei is enrolled in INPEACE's Ka Lama teacher education program. It offers her support and guidance to continue her education and reach her goal of attaining her BA in the Early Childhood field.





## Playdough recipe

### Ingredients:

- 1 cup of flour
- 1/2 cup of salt
- 1 cup water
- 2 tsp cream of tartar
- 2 tbsp cooking oil
- Optional- add food coloring, unsweetened Kool-aid, scented oil or glitter

### Directions:

- Add flour and cream of tartar- set on side (Optional - add glitter)
- Boil water, salt, cooking oil (Optional - add food coloring, unsweetened Kool aid or scented oils)
- Remove pot from stove and add liquid to the dry ingredients and mix.

\*\*This recipe will come out white unless you add food coloring.

### Suggestions for parents:

- Teach your child how to follow directions by reading the recipe step by step
- Be Patient
- Praise your child for their accomplishments
- Have a great discussion with your child about their new school
- Have Fun!

# Families for R.E.A.L.

(Resources and Early Access to Learning)

**T**he Families for R.E.A.L. is a parent-child interaction program for parents and their infant, toddler or preschool age child. Age specific classes are held one day each week for 8-10 weeks and include parenting topics and parent-child interaction activities. There are currently three Families for R.E.A.L. sites. All programs address each age group thru a sequential and developmental curriculum for parents. For more information go to [familysupport.k12.hi.us](http://familysupport.k12.hi.us).

**The Windward Families for R.E.A.L., Kapunahala Elementary School** - Their Infant class offers first time and experienced parents an opportunity to meet other families and to share their parenting ideas and strategies. Families gain information on child development and discuss common infant-related issues. These include: adjusting to parenthood, the young child and sleep routines, first foods, crying, and communication. Parents become learners while enjoying their one-on-one time with their child as they play and interact through music, physical movement, and age appropriate games.

**Contact: Chris Chang, 233-5656**

**The Leeward Families for R.E.A.L., Pearl City Highlands Elementary School** - In their preschool class, parent discussion time is a critical component as transition to kindergarten and school readiness becomes a focus of interest. The children engage in hands on activities while learning independence and experiencing positive separation time from their parent. There are also ohana nights, an evening class for parents and group field trips.

**Contact: Laura McHugh, 453-6478**

**The Maui Families for R.E.A.L. program** - Due to a shortage of available classroom space, is currently held in Makawao (Po`okela



Church), Kihei (St. Theresa Church), and in Wailuku (The Neighborhood Place). The program provides parenting classes focused on the social and cultural context unique to each of these communities. The outcome is loving, caring, and involved families helping our schools become positive learning environments for their children and for the whole community.

**Contact: Shelley Ting, 984-8025**

Families for R.E.A.L. promotes school readiness as a shared responsibility.

## Read to me, every day

Books to help children ease into their kindergarten experience:

**Do You Want to be My Friend?**

By Eric Carle

**Annabelle Swift, Kindergartner**

By A. Schwartz

**Will I Have a Friend?**

By Miriam Cohen

**Starting School**

By Janet and Allen Ahlberg

**Vera's First Day of School**

By Vera Rosenberry

**Look Out Kindergarten, Here I Come!**

By Nancy Carlson

**Sheila Rae the Brave**

By Kevin Henkes

# Remember to have couple time

**Y**our children will always need your time and attention. It may be hard to find time with your partner, but it's important to make time for each other. Spend some of this time relaxing and talking openly with each other about what makes you happy and what is bothering you.

Here are some suggestions many couples have found useful:

## Set up a date

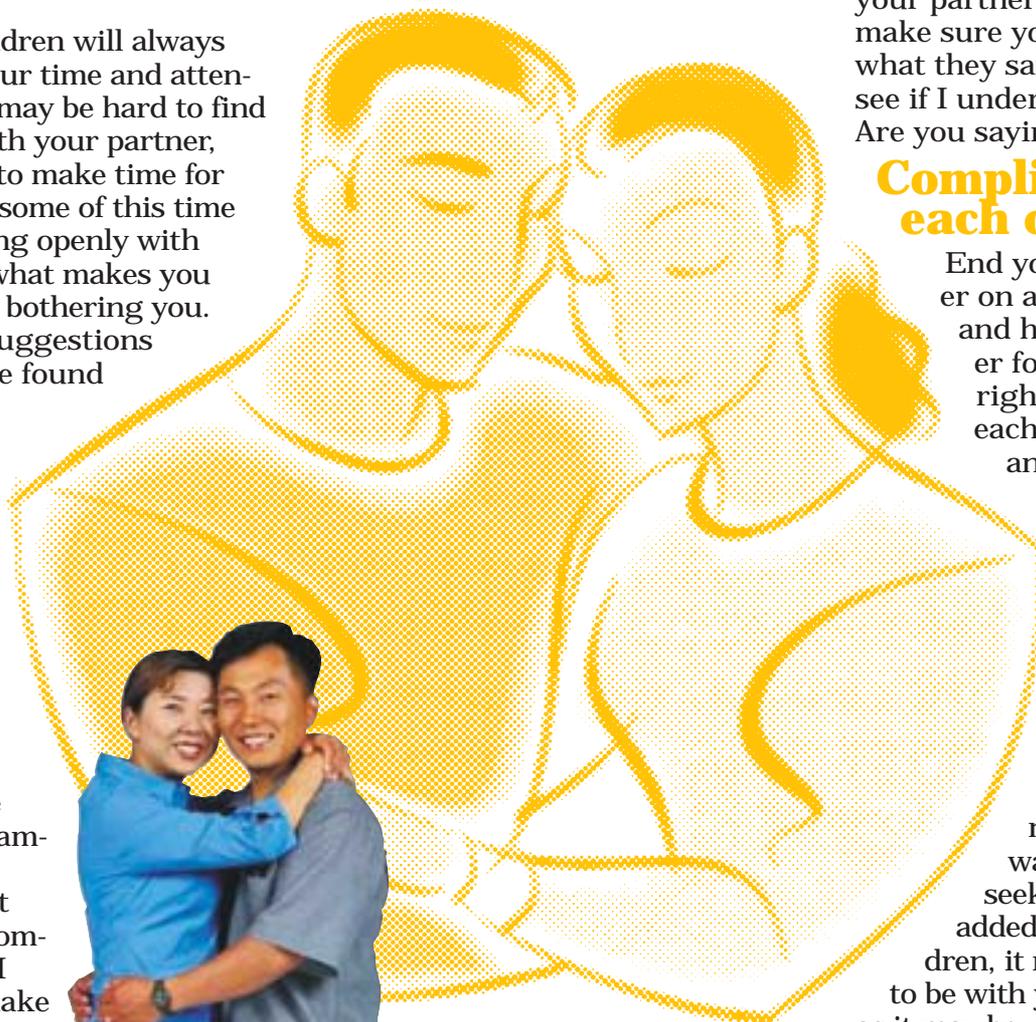
Set aside some time each week when you can be together without interruptions.

## Use "I" messages

Say how you are feeling without blaming someone else. Make sure you put yourself in your communication. Say "I feel..." not "You make me feel..." Avoid using the words "always" and "never." Instead of saying "You always put me down," say "I feel put down when..." By using "I" messages, your partner is less likely to feel blamed or threatened.

## Be direct and specific

Say what you mean. Don't expect



your partner to be able to guess or read your mind about what is bothering you. Instead of saying "The living room has been looking messy lately," say "I feel upset when papers and magazines are left in the living room." Instead of saying "I get tired of always cooking (doing the dishes)," say "It would help me if you could cook (do the dishes) each night."

## Avoid the question trap

Questions can be accusing.

Instead of asking "Why didn't you call to tell me you'd be late?" say "I was worried that something had happened to you when you didn't come home at the usual time. Next time, please call me so I won't worry."

## Be sure to listen

Look at your partner and really listen to what he/she is saying, even if it's a complaint. Give your partner a chance to air feelings and gripes. Don't interrupt, jump to conclusions, think about what you'll say in response, or preach. Repeat back to your partner what he/she said, to make sure you really understood what they said. You can say, "Let me see if I understand what you said. Are you saying that...?"

## Compliment each other

End your couple time together on a positive note. Freely and honestly praise each other for things you've done right or that have made each of you happy. Honestly and lovingly praising each other every day will strengthen your relationship and help you through some of those demanding times with your children.

A counselor can help you practice better communication techniques. You don't have to wait for a crisis before seeking help. With the added demands of your children, it may be hard to find time to be with your partner. As difficult as it may be, it's important to make time for each other.

Adapted from "Take Care of Yourself" in the Hawai'i Department of Health's Keiki 'O Hawai'i booklet.

## Hawai'i Coalition for Dads

Promoting involved, nurturing, responsible fatherhood c/o Parents And Children Together, Hana Like Home Visitor Program

1485 Linapuni St. #105; Honolulu, HI 96819; 841-2245; Fax: 842-9604; HawaiiDads@pacthawaii.org



Wow \* Way To Go \* Super \* You're Special \* Outstanding \* Excellent \* Great \* Good  
 \* Neat \* Well Done \* Remarkable \* I Knew You Could Do It \* I'm Proud Of You \*  
 Fantastic \* Super Star \* Nice Work \* Looking Good \* You're On Top Of It \* Beautiful  
 \* Now You're Flying \* You're Catching On \* Now You've Got It \* You're Incredible \*  
 Bravo \* You're Fantastic \* Hurray For You \* You're On Target \* You're On Your Way \*  
 How Nice \* How Smart \* Good Job \* That's Incredible \* Hot Dog \* Dynamic \* You're  
 Beautiful \* You're Unique \* Nothing Can Stop You Now \* Good For You \* I like You \*  
 You're A Winner \* Remarkable Job \* Beautiful Work \* Spectacular \* You're  
 Spectacular \* You're A Darling \* You're Precious \* Great Discovery \* You've  
 Discovered The Secret \* You Figured It Out \* Fantastic Job \* Hip, Hip, Hurray \* Bingo  
 \* Magnificent \* Marvelous \* Terrific \* You're Important \* Phenomenal \* You're  
 Sensational \* Super Work \* Creative Job \* Super Job \* Fantastic Job \* Exceptional  
 Performance \* You're A Real Trooper \* You Are Responsible \* You Are Exciting \* You  
 Learned It Right \* What An Imagination \* What A Good Listener \* You Are Fun \*  
 You're Growing Up \* You Tried Hard \* You Care \* Beautiful Sharing \* Outstanding  
 Performance \* You're A Good Friend \* I Trust You \* You're Important \* You Mean A  
 lot To Me \* You Make Me Happy \* You Belong \* You've Got A Friend \* You Make Me  
 Laugh \* You Brighten My Day \* I Respect You \* You Mean The World To Me \* That's  
 Correct \* You're A Joy \* You're A Treasure \* You're Wonderful \* You're Perfect \*  
 Awesome \* A Plus Job \* You're The Best \* A Big Hug \* A Big Kiss \* I Love You!

**“He lei poina ‘ole ke keiki.”** – A lei never forgotten is the beloved child.

Mary Kawena Puku‘i, ‘Olelo No‘eau: Hawaiian Proverbs & Poetical Sayings, #740

# Helping our keiki succeed in school

## Findings of the Preschool and Beyond Study

**T**he **Preschool and Beyond Study** is a research project Kamehameha Schools started in 2000. The purpose of the study is to understand what makes children—especially Native Hawaiians—succeed in school.

Findings from the **Preschool and Beyond Study** suggest specific ways to enhance the learning experiences of our keiki.

### What can parents do?

■ **Establish a routine.** Establish a reasonable routine at home and stick to it. Children do better in school when they have a regular schedule at home for eating, sleeping, reading, and doing chores.

■ **Start teaching early.** Teach children about school expectations at an early age. Get them ready for the classroom. Give them individual attention. Be involved at school. Teachers reported that students who began kindergarten at a high level of academic readiness had better test scores compared with students who were less prepared.

■ **Surround your child with learning materials.** Children learn best when they have lots of educational resources at home. Books and audio materials introduce children to a wide range of educational opportunities. Such exposure may in turn affect the attitude of young learners. Our study shows that a positive attitude toward learning often results in higher test scores.

■ **Read to your keiki**

**daily.** Picture books improve a child's vocabulary and reading skills. Reading to your keiki also enhances parent-child interaction, which improves a child's scholastic abilities. Most parents in our study said they read to their children at least once a week.

■ **Teach your keiki what their name means.** Findings from several years of Preschool and Beyond Data show that young Native Hawaiian learners who have a Hawaiian name and know what their name means perform well on standardized tests.

This suggests the importance of self-identity and the impact of inter-generational exchanges.

■ **Pursue your own education.** Participate in parent workshops and training classes at your school, community or local college. Our study shows that the more education you have as a parent, the better you can support your child at school.

### What can your child's teacher do?

■ **Focus on early childhood.** The Preschool and Beyond Study echoes existing research that demonstrates the benefits of investing resources in early

childhood learning.

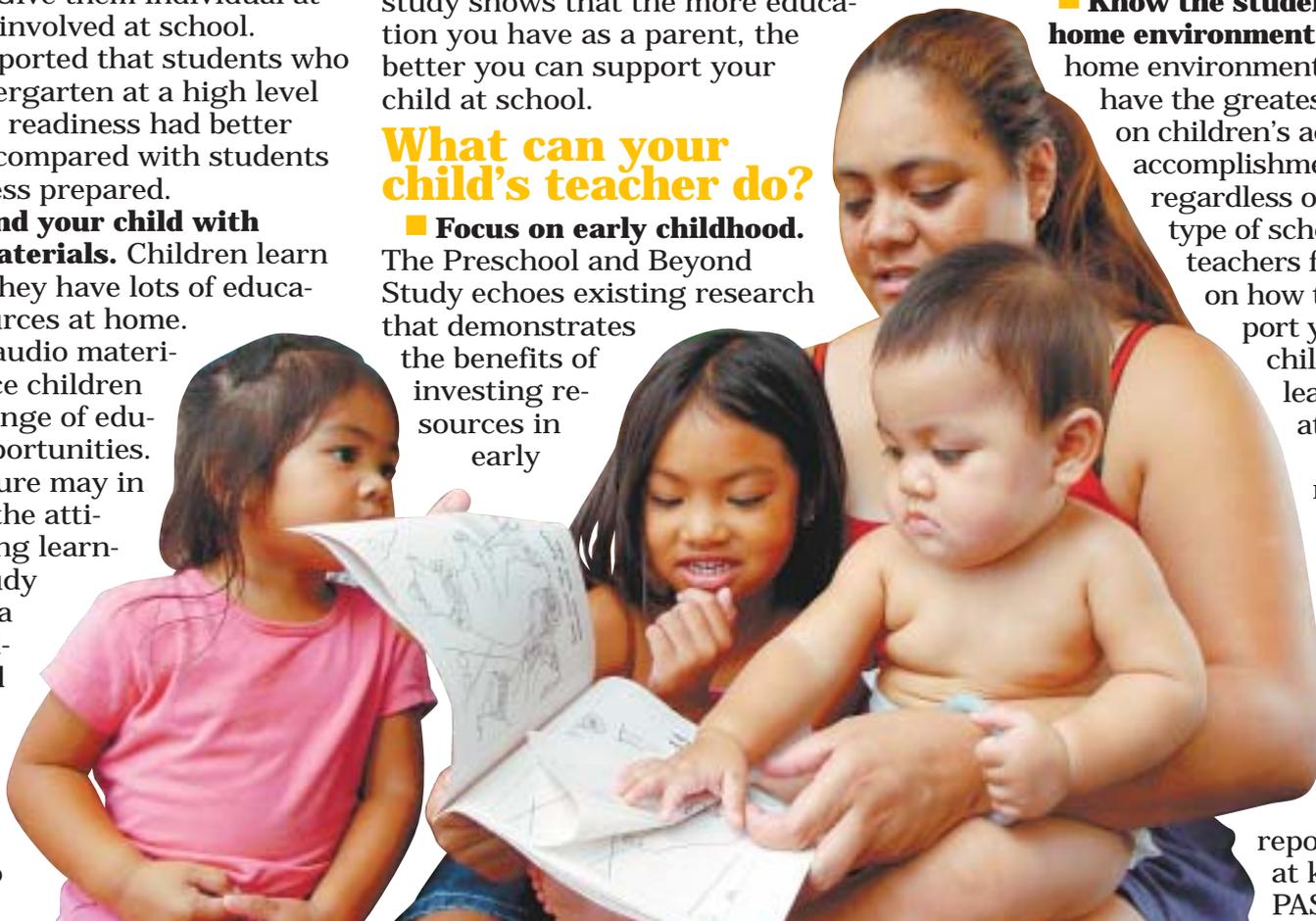
■ **Create more activity centers.** Young children seem to respond well to multiple activity centers at school. More activity centers = better performance on standardized tests.

■ **Balance individual and group instruction.** Our findings suggest that children perform well on standardized tests when at least one-third of the instruction time in the classroom is devoted to small-group activities.

■ **Malama (care for) the facilities.** Maintaining facilities and creating a positive physical setting are factors that may affect children's learning. Appearances make a difference: In our study, students in schools with decorated and attractive hallways tended to perform better on tests than did students in schools where hallways appeared bare.

■ **Know the students' home environment.** The home environment may have the greatest impact on children's academic accomplishments – regardless of the type of school. Ask teachers for tips on how to support your child's learning at home.

For more information about this study, please see the complete report online at [ksbe.edu/PASE](http://ksbe.edu/PASE).



## Water safety

- ❑ Never leave child unsupervised near any water such as a bathtub, swimming pool, pond, or ocean.
- ❑ Empty buckets and containers after use.
- ❑ Keep toilet lids shut; use toilet locks.
- ❑ Install isolation fencing around swimming pool and lock gate.
- ❑ Put child in a U.S. Coast Guard-approved life jacket when around open water or on any floatation device.
- ❑ Obey water safety signs.
- ❑ Learn child CPR and first aid.

## Street safety

- ❑ Do not allow child to play near the street or behind a parked car.
- ❑ Teach child to always stop at the curb and never cross the street without an adult.
- ❑ Teach child to wear a bike helmet correctly. Model the behavior by wearing your own.

## Prevent shaking & rough handling

- ❑ Child should be handled gently. Rough play can cause injuries.
- ❑ Never shake a keiki: shaking or throwing a toddler can cause permanent damage.

## Car safety

- ❑ Always buckle child into a car safety seat that is properly secured in the backseat.
- ❑ Never position child in front of an airbag.
- ❑ Never leave child alone in, or around, a car.

## Fall prevention

- ❑ Use gates on stairways, lock lanais, and close doors.
- ❑ Avoid putting furniture next to windows or railings. Child can climb up and fall out. Install window guards that only adults can open.
- ❑ Supervise children on playgrounds. Make sure equipment is in good condition and surfacing is soft enough to absorb a fall.

## Prevent choking

- ❑ Keep balloons, plastic bags and small objects out of toddler's reach.
- ❑ Be aware of dangerous foods that are too hard or too soft for baby, such as carrots, apples, hot dogs,

# Protect Our Keiki: at Home, at Play and On the Way

## Toddler/ Preschool 1 to 4 years

### Developmental Stages & Accomplishments

- \* Child begins to climb and can use objects as a ladder. Increasingly able to reach heights and can open doors and gates.
- \* Becoming an individual is important to normal child development. The child learns to say “no” and insists on doing things differently, making this a challenging period for parents.

grapes, nuts, popcorn, hard candy, soft bread, peanut butter or gelatin.

## Prevent poisoning

- ❑ Use safety caps on all medicines and toxic household products and keep them out of reach.
- ❑ Teach child about poisonous plants and bugs.
- ❑ At age 2, ask your doctor about lead testing.
- ❑ Post number for Hawai'i Poison Hotline near phone: 800-222-1222.

## Fire & burn prevention

- ❑ Never allow child to light or play with fireworks.
- ❑ Do not smoke in home or around child.
- ❑ Keep matches, lighters and other heat sources out of child's reach.
- ❑ Test smoke alarms monthly and replace batteries yearly. Practice your family fire escape plan every six months.
- ❑ Teach child how to get out and

stay out if there is a fire and to call 911 from a neighbor's.

- ❑ Keep hot liquid or food out of child's reach and turn pot handles away from stove's edge.
- ❑ Never carry hot liquid or food when holding child.
- ❑ Apply sunscreen with SPF 15 or higher to child.
- ❑ Lower water heater temperature to 120°F.

## Firearm safety

- ❑ Keep guns out of home or unloaded and locked in a place separate from ammunition.
- ❑ Ask if home where child visits has a gun.



Keiki Injury Prevention Coalition

SAFE KIDS Hawaii

and the Injury Prevention Program, State Dept. of Health

2007

# KEIKI HAWAI'I



## RESOURCE DIRECTORY FOR PARENTS OF YOUNG CHILDREN

### EMERGENCY SERVICES

- General Emergency (Police, fire and ambulance) . . . . . 911**
- Poison Center - Statewide toll-free (24 hours). . . . . 1-800-222-1222
- Suicide and Crisis Line (24 hours)
- (Access Adult Mental Health Division)**
- O`ahu . . . . . 832-3100
- Statewide toll-free number . . . . . 1-800-753-6879

Your Family Physician/Pediatrician:

Dr. \_\_\_\_\_ Phone \_\_\_\_\_

Friend or relative to contact in an emergency:

Name \_\_\_\_\_ Phone \_\_\_\_\_

**The Parent Line**

**Call us for information on child behavior, child development, parenting support, and community resources**

Monday - Friday 8:00 a.m. - 6:00 p.m.                      Saturday 9:00 a.m. - 1:00 p.m.

O`ahu . . . . . 526-1222                      Neighbor Islands . . . . . 1-800-816-1222



**Linda Lingle, Governor | Chiyome Fukino, M.D., Director of Health**  
 Funded by: Hawai'i Department of Health, Maternal and  
 Child Health Branch (808) 733-4054



\*\* We provide access to our activities without regard to race, color, national origin (including language), age, sex, religion or disability. Write or call our Affirmative Action Officer at Box 3378, Honolulu, HI 96801-3378 or at (808) 586-4616 (voice) within 180 days of a problem.

For additional copies, please call The Parent Line Distribution Center 593-0437  
 or visit our website at <http://www.theparentline.org>                      Revised 1/07



**CRISIS SERVICES**

**Child Welfare / Protective Services**

O`ahu (24 hours) . . . . . 832-5300  
 Neighbor Islands (24 hours) . . . . . toll-free 1-800-494-3991

**Child Help USA**

Child abuse hotline (24 hours) . . . . . 1-800-422-4453

**Domestic Violence Drop-in Centers (PACT)**

Pu`uhonua Crisis Counseling . . . . . 585-7944  
 Ohia Shelter - 24 hr. hotline . . . . . 526-2200

**Domestic Violence Clearinghouse and Legal Hotline**

O`ahu . . . . . 531-3771  
 Neighbor Islands . . . . . 1-800-690-6200

**Sex Abuse Treatment Center - 24 hr. hotline** . . . . . 524-7273

(8:00 a.m. to 4:30 p.m.) . . . . . 535-7600

**Shelter and Crisis Lines for Family Violence (24 hours)**

Honolulu & Leeward Oahu . . . . . 841-0822  
 O`ahu - 528-0606 . . . . . Windward - 526-2200  
 Hilo - 959-8864 . . . . . Kona - 322-7233  
 Kaua`i . . . . . 245-6362  
 Maui . . . . . 579-9581  
 Moloka`i . . . . . 567-6888

**National Domestic Violence Hotline (24 hrs)** . . . . . 1-800-799-7233

TTY . . . . . 1-808-787-3224



**HEALTH, NUTRITION AND FAMILY PLANNING**

**American Red Cross**

(Infant CPR classes / babysitter training) . . . . . 734-2101

**Birth, Marriage, Divorce and Death Certificate Information**

(DOH)

O`ahu . . . . . 586-4533  
 Hawai`i . . . . . 974-6008  
 Kaua`i . . . . . 241-3498  
 Maui, Lana`i & Moloka`i . . . . . 984-8210

**Breastfeeding Services of Maui** . . . . . 572-5237

**U.S. Consumer Products Safety Commission**

Hotline: . . . . . 1-800-638-2772  
 Honolulu Field Office (to report hazardous consumer products & for "recall" information) . . . . . 973-7757

**Family Planning Information Lines**

O`ahu . . . . . 737-6311  
 Neighbor Islands . . . . . 2-1-1  
 Planned Parenthood (Honolulu clinic) . . . . . 589-1149

**Hawai`i Mothers Milk Inc.** (Info. on breastfeeding) . . . . . 949-1723

**Keiki Injury Prevention Coalition**

(Miscellaneous safety info.) . . . . . 537-9200

**Kids Health Insurance Hotline - HI Covering Kids (Free/low-cost healthcare for children) AUW Statewide toll-free** . . . . . 2-1-1

**Kona Lactation Center** . . . . . 322-4482

**La Leche League**

O`ahu . . . . . 254-5496  
 Hilo - 938-5090 . . . . . Kona - 325-3055  
 Kaua`i . . . . . 826-6467

**Med-QUEST (Low income health insurance)**

O`ahu . . . . . 587-3521  
 Kapolei . . . . . 692-7364  
 Hilo - 933-0339 . . . . . Kona - 327-4970  
 Kaua`i . . . . . 241-3575  
 Maui - 243-5780/1-800-894-5755 . . . . . Moloka`i - 553-1758  
 Lana`i . . . . . 565-7102

**MothersCare (Free pregnancy resources)**

O`ahu . . . . . 535-7988  
 Neighbor Islands . . . . . 1-800-772-3020

**National Lead Information Center**

(Information on childhood lead poisoning) . . . . . 1-800-424-5323

**Public Health Nursing Branch**

O`ahu:

Main Office . . . . . 586-4620  
 Central . . . . . 453-6190  
 East Honolulu (Diamond Head) . . . . . 733-9220  
 West Honolulu (Lanakila) . . . . . 832-5757  
 Leeward . . . . . 675-0073  
 Windward . . . . . 233-5450

Neighbor Islands:

East Hawai`i - 974-6025 . . . . . West Hawai`i - 322-1500  
 Kaua`i . . . . . 241-3387  
 Maui . . . . . 984-8260  
 Moloka`i . . . . . 553-3663  
 Lana`i . . . . . 565-7114

**WIC (DOH) - (Nutrition education and food supplement program for women, infants and children)**

O`ahu . . . . . 586-8175  
 Neighbor Islands . . . . . 1-888-820-6425

**Valley Isle Childbirth Education (Maui)**

(Childbirth / infant care / breastfeeding information) . . . . . 572-5237



**CHILD CARE, PRESCHOOL & PLAY ACTIVITIES**

**Alu Like, Inc.** (Native Hawaiian Child Care Assistance Project)

O`ahu . . . . . 535-1300

**Child Care Connections (DHS)**

Honolulu . . . . . 832-3800  
 Leeward . . . . . 692-7775  
 Windward . . . . . 233-3655  
 Hilo - 981-7286 . . . . . Kona - 327-4755  
 Kaua`i . . . . . 241-3679  
 Maui / Moloka`i / Lana`i . . . . . 243-5866

**Head Start**

(Information on free preschool programs for ages 3-under 5 yrs. of low income families)

Application Hotline (Oahu) . . . . . 847-1000  
 O`ahu . . . . . 847-2400  
 Hawai`i County . . . . . 961-2686  
 Kaua`i . . . . . 245-5914  
 Maui . . . . . 249-2988  
 Moloka`i . . . . . 553-3727/553-5472

**Keiki o Ka Aina / H.I.P.P.Y. Hawaii (3-5 yrs.)**

O`ahu . . . . . 845-3454

**P.A.T.C.H. (Child care referrals)**

O`ahu . . . . . 839-1988  
 East Hawai`i - 961-3169 . . . . . West Hawai`i - 325-3864  
 Kaua`i . . . . . 246-0622  
 Maui . . . . . 242-9232  
 Lana`i and Moloka`i . . . . . 1-800-498-4145

**Parent-Child Interaction Program**

Kahuku, Punalu`u, Hau`ula (Na Kamalei), La`ie . . . . . 237-8500

**Parent-Child Interactive Play Mornings**

O`ahu (TIFFE) . . . . . 596-8433  
 Hilo (TIFFE) - 961-5166 . . . . . Kona (TIFFE) - 323-3305  
 Kaua`i (TIFFE) . . . . . 632-2114  
 Maui (TIFFE) - 280-3431 . . . . . Lana`i (TIFFE) - 565-9010

**IN PEACE - Keiki Steps**

O`ahu . . . . . 620-9043  
 Big Island . . . . . 640-0881

**Preschool Open Doors (DHS) (Preschool subsidies)**

O`ahu . . . . . 587-5254  
 Neighbor Islands . . . . . 1-800-746-5620

<b>Tiny Tots Program</b> (Dept. of Parks and Rec., ages 3-5 yrs.)	
Hawai'i Kai to McCully	973-7250
Makiki to Aiea	522-7070
Pearl City to Wai'anae and Wahiawa	675-7130
Wai'alua to Waimanalo	233-7300
<b>YMCA</b> (Parent-child activity classes and child care)	
O'ahu	541-5261
<b>YWCA</b> (Parent-child activity classes / child care / preschool)	
O'ahu	538-7061
Hilo	935-7141



## PARENT EDUCATION AND FAMILY SUPPORT

<b>Baby Hui: Infants and Toddlers</b> (Statewide network of support groups for families with children ages 0-3 yrs.)	
O'ahu	735-2484
Hilo	1-808-735-2484
Kaua'i	823-6323
<b>Catholic Charities Hawaii</b>	536-1794
<b>Child &amp; Family Service</b>	
O'ahu	681-3500
Hilo - 935-2188	Kona - 323-2664
Kaua'i	245-5914
Maui	877-6888
Moloka'i	567-6100
<b>Early Headstart</b> (PACT) (Parent education / child development activities for children 6 wks.-3 yrs. of low income families)	
O'ahu	842-5996
<b>Families For R.E.A.L.</b> (Classes for families with children 0-5 yrs)	
Leeward	453-6478
Windward	233-5656
Maui	263-3138
<b>Family Centers</b>	
Kahalu'u (Key Project)	239-5777
Kaneohe (PACT)	235-7747
Kuhio Park Terrace (PACT)	841-6177
<b>Big Island:</b>	
Ka'u	929-9611
North Kohala	889-0036
<b>Kaua'i</b>	
Hanalei Community Center	826-1011
Kapa'a (Hale Ho'omalua)	821-2520
Waimea (Nana's House)	338-0252
<b>Moloka'i</b>	553-3276
<b>Family Peace Center</b> (PACT) (Domestic violence intervention for victims, batterers and child witnesses)	
O'ahu	832-0855
Maui	244-2330
<b>Good Beginnings Alliance</b> (Parents and community councils supporting families with young children)	
O'ahu	531-5502
Hawai'i	887-1228
Kaua'i	632-2114
Maui	242-1608
<b>Healthy Start</b> Intake and screening for children up to one year. (Provides home-visiting and early intervention services)	
O'ahu	566-4141
<b>MOMS Club</b> (Support / activities for stay-at-home moms & keiki)	
Windward	261-3219
Waipahu / Aiea	455-5127
Leeward	674-0187

<b>Neighborhood Place</b>	
Kalihi	841-6177
Wai'anae	696-4598
Big Island: Kona - 331-8777	Puna - 965-5550
Maui: Wailuku	986-0700
<b>P.A.R.E.N.T.S.</b> (Parent education groups)	
O'ahu	235-0488
East Hawai'i	934-9552
Maui	249-8471
<b>Pulama i Na Keiki</b> - (Alu Like) (Home-based & small group education for families of Hawaiian children: prenatal - 5 years)	
Oahu	535-1314
Big Island - Kona - 329-4801	Waimea - 885-7040
Kaua'i	245-8859
Maui: Wailuku	242-9774
Moloka'i	560-5393
<b>Queen Lili'uokalani Children's Center</b> (Services for Hawaiian orphans or destitute children)	
O'ahu	847-1302
Hilo	935-9381
Kona	329-7336
Kaua'i	245-1873
Maui / Lana'i	242-8888
Moloka'i	553-5369
<b>Respite Care Programs</b> (Time-out from parenting for families under stress)	
O'ahu (PACT)	841-1027
Wai'anae (Hawai'i Family Services)	696-3482
(Also available: Tutu support group)	696-3482
<b>The Parent Line</b>	
O'ahu	526-1222
Neighbor Islands (toll-free)	1-800-816-1222
<b>Communities in Schools</b>	
O'ahu	671-4900



## SPECIFIC CONCERNS

<b>Aloha Mothers of Multiples</b>	247-TWIN(8946)
<b>Aloha United Way 2-1-1</b> (General information and referrals)	
Statewide toll-free 24 hours	2-1-1
<b>Coalition For A Drug-Free Hawaii</b>	
O'ahu	545-3228
Neighbor Islands	1-800-845-1946
<b>Hawai'i Families As Allies</b> (Families of children with emotional / behavioral concerns)	
O'ahu	487-8785
Neighbor Islands (Statewide toll-free)	1-866-361-8825
Warm Line	487-3845
<b>Hawaii Coalition For Dads</b>	
O'ahu	841-2245
<b>H-KISS</b> (DOH) (Information for parents of children with special needs from birth to under three years of age M-F 8:30 am - 3:00 pm)	
O'ahu	594-0066
Neighbor Islands	1-800-235-5477
<b>Jewish Community Services</b> (Crisis intervention for Jewish families)	258-7121
<b>Preschool Developmental Screening Program - PDSP</b> (DOH) for ages 3-5 yrs	832-5675
<b>Prevent Child Abuse Hawaii</b> (Info / advocacy)	951-0200

**Special Parent Information Network (SPIN)**

- (For families of children with disabilities)
- O`ahu . . . . . 586-8126
- Neighbor Islands . . . Call the island's exchange number - then 6-8126:
- Big Island . . . . . 974-4000
- Kaua`i . . . . . 274-3141
- Maui . . . . . 984-2400
- Lana`i & Moloka`i . . . . . 1-800-468-4644

**Substance Abuse Treatment**

- Baby S.A.F.E. - Outreach, case management & referrals for substance-using pregnant women
- O`ahu . . . . . 696-1559
- Maui . . . . . 877-7117
- Kaua`i . . . . . 245-5914
- Hilo - 961-5022 . . . . . Kona - 322-3100
- Hale Ho`okupa`a (Moloka`i) . . . . . 553-3231
- Malama Family Recovery Services (Out-patient substance abuse/drug treatment services)
- Leeward O`ahu . . . . . 668-2277
- Maui . . . . . 877-7117
- Women's Way . . . . . 732-2802 (Residential substance abuse /drug treatment services)

**Teen Intervention Program**

- (Counseling for pregnant/parenting teens) . . . . . 522-4186

**Teen Line** To speak to a teen: Call M-F: 3:30 - 6:30 p.m.

- (Taped information) . . . . . 521-TEEN

**Telecommunications Relay Services**

- (Sprint Relay Hawaii assists individuals in completing local calls free of charge)
- Text telephone users (TTY) . . . . . 877-447-5991 or 711
- Hearing persons calling persons with TTY modem . . . . . 877-447-5990 or 711



**SERVICES FOR MILITARY FAMILIES**

- Military Once Source** (Info & referral) . . . . . 1-800-342-9647

**Armed Services YMCA**

- (Play mornings, childbirth education & Welcome Baby Prgm)
- Helemano / Iroquois Pt. / Schofield / Wheeler . . . . . 624-5645
- Kaneohe . . . . . 254-4719
- Pearl Harbor / Aliamanu / Ft. Shafter / Hickam . . . . . 833-1185

**Welcome Baby Program** . . . . . 833-1185

**Army Public Health Nursing**

- Tripler - 433-6834 . . . . . Schofield - 433-8675

**Family Service / Support**

- (Support services and parenting classes)
- Life Skills Support Flight . . . . . 449-0175
- Airman and Family Readiness Flight . . . . . 449-0300
- Army Community Service
- Ft. Shafter - 438-9285 . . . . . Schofield - 655-4227
- Coast Guard Family Resource Specialist. . . . . 842-2089
- Joint New Parent Support (Tripler). . . . . 433-4864
- Kaneohe MCBH New Parent Support. . . . . 257-8803
- Navy/Marine Corps Relief Nurse (Home visits to Navy and Marine families with newborn babies) . . . . . 423-1314
- Pearl Harbor Fleet and Family Support Center . . . . . 474-1999



**IMMIGRANT SERVICES**

**Bilingual Access Line**

- (Interpreters) . . . . . 526-9724

- Catholic Charities Hawaii.** . . . . . 528-5233

**Kalihi-Palama Health Center**

- Low-cost medical, pediatric, family planning & social services. . . . . 848-1438
- Dental & Optometry services. . . . . 845-0686

**Pacific Gateway Center (Immigrant Center)**

- Chinese, Ilocano, Korean, Laotian, Samoan, Spanish, Thai, Tagalog, Tongan, Vietnamese, Visayan, Micronesian, Cambodian, French, Pohnpei, Japanese, Kosraen, Marshallese, Pangasinan, Burmese. . . . . 845-3918

**VIETNAMESE**

**Nếu quý vị có điều gì thắc mắc về các vấn đề sức khỏe, sự phát triển và cá tính nhân phẩm của con em quý vị, xin vui lòng liên lạc về văn phòng IMMIGRANT CENTER điện thoại số 845-3918**

**SAMOAN**

AFAI E IAI SE FESILI I MATAUPU E UIGA ILE SOIFUA MALOLOINA I LOU ALO(PEPE) MA LONA TUPUTUPU AE. FA`AMOLEMOLE; FA`AFESOOTA`I LE OFISA O LE PACIFIC GATEWAY CENTER ILE 845-3918.

**ILOCANO**

No adda damagen you maipapan ti salun-at ti anak yo, panagdackel na ken ugali na, umawag kayo koma iti Immigrant Center 845-3918.

**KOREAN**

여러분의 아이들에 건강, 발달상황 그리고 행동에 관하여 의문나시는 점이 있으시면 갈리히-팔라마 이민봉사소로 연락해 주십시오. 전화번호는 845-3918 입니다.

**CHINESE**

如果你對你的孩子的健康、身心發展、和行爲有疑問，請撥電話八四五·三九一八號與移民服務中心聯絡。

**LAOTIAN**

ຖາວອກທ່ານທ່ມຄວາມຖາມ ກ່ຽວກັບສຸຂະພາບຂອງລູກທ່ານ, ຄວາມຈະເລີນເຕີບໂຕແລະຄວາມປະພຶດ ກະຮຸນາ ໂທຫາ ອົງການ ອິນມິກແຊນ ຈຸ້ນເຕີ 845-3918.

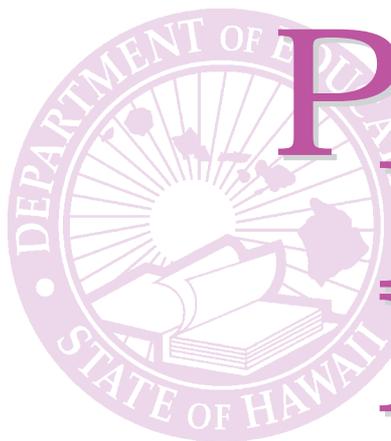
**CHUUKESSE**

IKA EN MEI SINE FOSUN CHUUK ME IKA EN MEI NEED ANINIS KOKORI PACIFIC GATEWAY CENTER WON EI NAMPA 845-3918.



**INTERNET RESOURCES**

- . . . . . <http://www.theparentline.org>
- . . . . . <http://www.aap.org/parents.html>
- . . . . . <http://www.cpsc.gov> (consumer product safety)
- . . . . . <http://doe.k12.hi.us>
- . . . . . <http://doe.k12.hi.us/myschool/homeschool>
- . . . . . <http://www.goodbeginnings.org>
- . . . . . <http://www.honolulu.pd.org>
- . . . . . <http://www.kipchawaii.org> (injury prevention)
- . . . . . <http://www.patchhawaii.org>
- . . . . . <http://uhfamily.hawaii.edu/index.asp>
- . . . . . <http://www.zerotothree.org>
- . . . . . <http://www.family.samhsa.gov/talk>



# The BOE Parent/Family Involvement Policy #2403

**T**he Board of Education recognizes that a child's education is a responsibility shared by the school and the family during the entire period the child spends in school.

To support the goal of the Department of Education to educate all students effectively, schools and parents must work as knowledgeable partners.

In 2001, the Board of Education

approved the **Parent/Family Involvement Policy #2403.**

This policy is modeled after Joyce Epstein's work on the Framework for Six Types of Parent/Family involvement and they are:

## Six types of parent/family involvement



### Parenting

Responsible parenting is promoted/supported



### Communicating

Communication between home and school is regular, two way, and meaningful.



### Volunteering

Parents are welcome in the school, and their support and assistance are sought.



### Student Learning

Parents play an integral role in assisting student learning, including successful achievement of the Hawaii Content and Performance Standards.



### Decision Making

Parents are partners in the decisions that affect children and families.



### Collaborating

Community resources are made available to strengthen school programs, family practices, and student learning.

## A letter from the Superintendent

Dear Parents,

The Hawaii State Department of Education is delighted to be a part of the 1st Annual Hawaii Parent Guide, A Resource for Families. Our schools want to work with parents, families, and the community in positive ways to increase student success. Together, we can all make a difference.

We invite you to actively participate in your child's education. Being involved can include helping your child with homework, communicating with your child's teacher, volunteering on campus, or participating in your School Community Council. There are endless opportunities for you to get involved and we welcome you on our journey to excellence.

Mahalo for your continued support of Hawaii's public schools.

Very truly yours,

*Patricia Hamamoto*  
**Patricia Hamamoto**  
Superintendent



# Parents are teachers 24/7

**P**arents, guardians, and other caregivers are powerful influences on children's learning – not only when they are young, but throughout their lives. Learning that occurs in early childhood provides a foundation for successful and enjoyable learning in elementary, middle, and high school, and beyond. To exercise their innate capacities to learn, children depend on their parents and other caregivers to provide a safe, healthy, and nurturing environment that provides consistent and positive interaction.

Opportunities for learning start in the home and expand as children become more active members of their schools and communities. Creating strong, positive home and school partnerships helps to encourage children's continued learning and success in school and later in life.

The Parents Are Teachers 24/7 Activities Chart that accompanies this article provides examples of how parents and caregivers can involve children in everyday activities to positively influence their learning, from infancy through their high school years. Parents and caregivers are encouraged to select and adapt activities to match their children's capabilities and stages of development. This is important for all children, but particularly for children with special needs, who may be developmentally at a different level than their chronological age. Adapting activities to match children's unique temperaments, abilities, and interests helps to make learning fun and meaningful.

Each activity is accompanied by a description of how this type of activity influences children's learning and relates to standards that are important in our educational system. Parents and caregivers can use these suggestions to form their own ideas of how to support their children's learning. Here are a few things to keep in mind:

## Follow your child's interest

Recognize what your child likes and choose activities that challenge and excite him. He is more likely to spend longer periods of time in activities that interest him and this helps to extend his attention span. Adapt activities to match your child's abilities and interests – simplify an activity for a younger child or vary it to make it more challenging for an older child. Encourage increased involvement as your child matures to help your child develop more complex skills over time.

## Encourage use of language skills

Academic learning requires that your child be able to tell other people what she is thinking and doing, and to understand what other people are telling her. Use words to describe or explain your child's experiences. Engage her in conversations, even when she is not yet able to talk. As she gets older, encourage her to verbally express her needs, thoughts, and feelings; being able to do so is an essential social skill.

## Encourage your child's curiosity

Children are eager to explore the world. Provide safe opportunities and places for exploration. As he encounters new experiences, ask your child why he thinks things happen, provide an explanation when he asks, or find out the answers together. Exploration encourages his curiosity and helps him to discover the many interesting things there are to learn.

## Have your child participate in decision making and problem solving

When you encourage your child to ask questions and make decisions, she learns to ask and answer her own questions and to deal with challenges. Offer choices whenever possible. Asking your child to choose from a limited set of alternatives encourages decision making as well as creativity.

## Provide opportunities for your child to take responsibility

At school, your child will be responsible for getting his work done. Help him develop a sense of responsibility by asking him to help you. Doing chores, for example, helps him follow directions, develop confidence in his ability to do new things, learn to finish things that he starts, and learn to work cooperatively with others.



## Create a supportive home environment

Learning requires practice. Provide encouragement. When you provide positive feedback and praise your child for her work, her confidence grows and she sees that you care about what she does.

## Begin good habits early

If you encourage good habits at an

early age, your child will be more likely to continue these habits as he matures. It's never too late to begin good habits or to replace bad habits with good ones.

## Be a good role model

Your child looks to you for guidance on behavior, values, ways of doing things, and what is right and wrong. Be mindful that she is watching how you behave; set a good example.

## Provide opportunities to spend time with each other

Learning comes from interactions with others. Limit use of electronic media, i.e., TV, computer, and video games, that can take away from time shared with family. Doing things together as a family provides many valuable opportunities for learning.

# Activities Chart: Parents are Teachers 24/7

Infant/Toddler (Birth to 2)	Pre-School (age 3-4)	Elementary (age 5-10)	Middle School (age 11-13)	High School (age 14-18)
<ul style="list-style-type: none"> <li>■ Model and encourage self-help skills such as feeding himself, getting dressed, etc.</li> <li>■ Talk with your child as you interact with him or her.</li> <li>■ Eat meals together with the TV turned off. Describe the colors, textures, and tastes of the food you're eating.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach your child to wash her hands by rubbing her soapy hands together for at least 15 seconds.</li> <li>■ Take time to listen, play, and engage in indoor/outdoor activities with your child.</li> <li>■ Make a healthy and delicious snack together.</li> </ul>	<ul style="list-style-type: none"> <li>■ Show your child simple first aid techniques.</li> <li>■ Teach your child one of your favorite games or activities.</li> <li>■ Plan the week's meals together. Shop together and have your child help you pick the "best value" item.</li> </ul>	<ul style="list-style-type: none"> <li>■ Discuss the following topics: Relationships, drugs and alcohol, gangs, authority, safe sex and safety.</li> <li>■ Be involved in the activities that your pre-teen is interested in.</li> <li>■ Discuss safe food handling and kitchen safety.</li> </ul>	<ul style="list-style-type: none"> <li>■ Share your views with your teen on topics such as marriage, personal appearance, racism, chores, etc.</li> <li>■ Support your teen's activities &amp; extracurricular events.</li> <li>■ Let your teen choose a nutritious meal that you can make together.</li> </ul>
<ul style="list-style-type: none"> <li>■ Learn to use his body with intention <b>(Ph)</b></li> <li>■ Learn through his senses: seeing, hearing, smelling, tasting, and touching <b>(Ph)</b></li> <li>■ Use and strengthen large muscles, e.g., neck, arms, and legs, and small muscles, e.g., facial muscles, fingers, hands, and toes <b>(Ph)</b></li> <li>■ Feel important and good about himself <b>(So,Em)</b></li> <li>■ Develop a close bond with you <b>(So,Em)</b></li> <li>■ Build trust in you and other important people <b>(So,Em)</b></li> <li>■ Learn to interact with others <b>(So,Em)</b></li> <li>■ Build verbal skills and vocabulary <b>(La, Li)</b></li> <li>■ Connect words and sounds he hears with his experiences (seeing, tasting, feeling, and smelling) <b>(La, Li)</b></li> <li>■ Begin to examine the characteristics of objects <b>(Cg)</b></li> <li>■ Develop thinking and problem-solving skills <b>(Cg)</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Control her body in movement activities <b>(Ph, H, Sa)</b></li> <li>■ Understand that some foods help her body to grow and be healthy <b>(Ph, H, Sa)</b></li> <li>■ Play cooperatively with others <b>(Pe, So)</b></li> <li>■ Interact with ease with familiar adults and peers <b>(Pe, So)</b></li> <li>■ Use spoken language to express her thoughts, feelings, and opinions <b>(Cm, La, Li)</b></li> <li>■ Construct play scenarios in which roles and symbols are communicated and mutually agreed upon <b>(Cg, Sy)</b></li> <li>■ Demonstrate an awareness of measurement attributes (length, volume, weight, area, time) <b>(Cg)</b></li> <li>■ Explore and experiment using various sensory media in play (water, sand, paint, mud, rice) <b>(Cg)</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Plan and manage time and resources to achieve his goals <b>(Se)</b></li> <li>■ Cooperate with, help, and encourage others in group situations <b>(Co)</b></li> <li>■ Understand and follow rules of conduct <b>(Co)</b></li> <li>■ Listen to, interpret, and use information effectively <b>(Ef)</b></li> <li>■ Apply prior learning experiences to new situations <b>(Cp)</b></li> <li>■ Consider multiple perspectives in analyzing and solving a variety of problems <b>(Cp)</b></li> <li>■ Observes and makes sense of visual information <b>(Ef)</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Respect people's feelings, ideas, abilities, and cultural diversity <b>(Co)</b></li> <li>■ Cooperate with, help, and encourage others in group situations <b>(Co)</b></li> <li>■ Demonstrate responsible and ethical behavior in decision making <b>(Co)</b></li> <li>■ Apply prior learning experiences to new situations <b>(Cp)</b></li> <li>■ Consider multiple perspectives in analyzing and solving a variety of problems <b>(Cp)</b></li> <li>■ Recognize and understand what quality performances and products are <b>(Q)</b></li> <li>■ Observe and make sense of visual information <b>(Ef)</b></li> <li>■ Listen to, interpret, and use information effectively <b>(Ef)</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Set priorities and establish achievable goals and personal plans for learning <b>(Se)</b></li> <li>■ Plan and manage her time and resources to achieve her goals <b>(Se)</b></li> <li>■ Respect people's feelings, ideas, abilities, and cultural diversity <b>(Co)</b></li> <li>■ Cooperate with, help, and encourage others in group situations <b>(Co)</b></li> <li>■ Demonstrate responsible and ethical behavior in decision making <b>(Co)</b></li> <li>■ Apply prior learning experiences to new situations <b>(Cp)</b></li> <li>■ Consider multiple perspectives in analyzing and solving a variety of problems <b>(Cp)</b></li> <li>■ Evaluate the effectiveness and ethical considerations of a solution and make adjustments as needed <b>(Cp)</b></li> <li>■ Listen, interpret, and use information effectively <b>(Ef)</b></li> <li>■ Observe and make sense of visual information <b>(Ef)</b></li> </ul>

**Definition:** Cg – Cognitive, Cm – Communication, Co – Community Contributor, Cp – Complex Thinker, Cr – Creative Development, Ef – Effective Communicator, Em – Emotional, H – Health, La – Language Development, Li – Literacy, Q – Quality Producer, Pe – Personal, Ph – Physical, Sa – Safety, Se – Self-Directed Learner, So – Social, Sy – Symbolic Play

# Parent's checklist

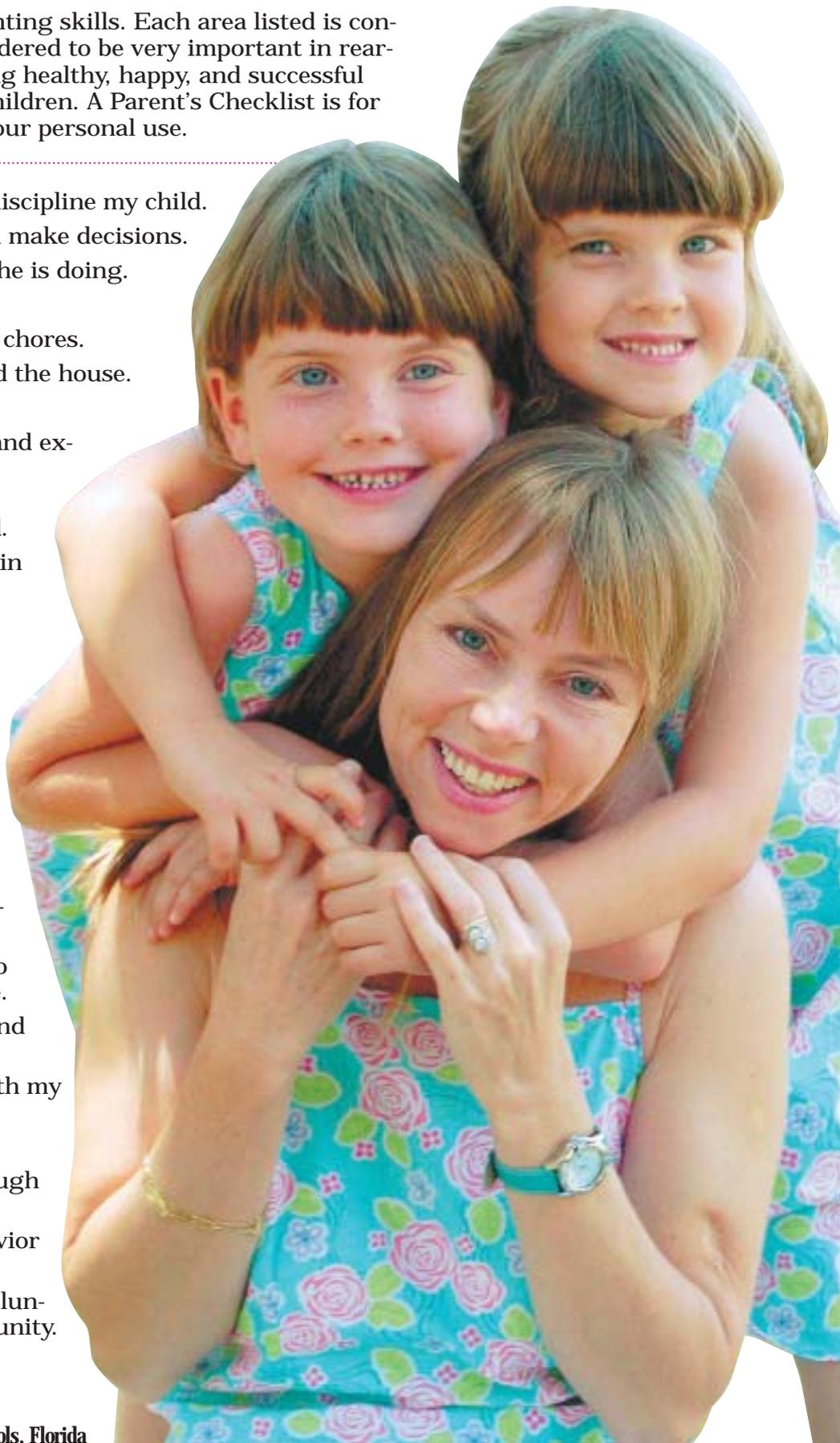
Are you using good parenting skills? Answer these easy questions and see!

Many people find this self-evaluation helpful to determine areas of strength or weakness in their par-

enting skills. Each area listed is considered to be very important in rearing healthy, happy, and successful children. A Parent's Checklist is for your personal use.

- I am consistent, firm, and fair when I discipline my child.
- I teach my child to identify choices and make decisions.
- I know where my child is, what he or she is doing.
- I establish family routines.
- I require my child to help out by doing chores.
- I display my child's school work around the house.
- I teach my child to respect authority.
- I make sure my child knows the rules and expectations in our household.
- I read and respond to information sent home regarding achievement of my child.
- I teach my child to tolerate differences in other people.
- I help my child when he or she is having difficulty in school.
- I set an example for my child for not abusing alcohol or drugs.
- I show affection to my child daily.
- I stress the importance of education.
- I know my child's teachers.
- I make sure my child is in school and on time every day.
- I set the example of hard work and personal responsibility.
- I set aside time each day for my child to share with me what he or she has done.
- I see that my child has sufficient rest and nutrition daily.
- I spend time being physically active with my child at least 3 times a week.
- I plan outdoor family outings.
- I take care of my child and myself through regular medical and dental care.
- I praise my child for his/her good behavior and efforts.
- I set a good example for my child by volunteering at my child's school and community.
- I plan a family meeting once a week.
- I read with my child daily.

Source: Hillsborough County Public Schools, Florida



# Make 12 time to volunteer

## Ask yourself...

1. Can I volunteer in the a.m. or p.m?
2. What are my work skills?  
(Clerical, filing, Word Processing, Systems Design)
3. What are my interests and hobbies?  
(Gardening, Crafts, Sports, Computer, Other)
4. What would you like to learn to do?
5. How do you think you can best help your school?

## 9 Supervision

- before school
- recess, playground
- lunch
- after school
- excursions, field trips
- cross walks

## Communication & Technology

- phone trees
- email communications
- web page design and maintenance
- newsletters and enewsletters
- computer maintenance and repairs

## Building & Maintenance/Grounds & Facilities

- painting, plumbing, electricity
- landscaping, masonry
- maintenance, cleaning
- construction, carpentry

## Teacher Support

- copying, collating worksheets
- tutoring, mentoring
- coordinate book orders
- career education speaker
- classroom parent
- read-alouds
- assist with class activity

## Office help

- filing
- answering phones
- data base management

## Leadership

- PTSA or PTO
- School Community Councils (SCC)
- Advisory committees
- School, community, business partnership committees

## Health, Nutrition, Wellness

- organize intramural games
- assist with school's Wellness Policy

## Enrichment

- art, music, dance, P.E.
- Science Fair projects
- Speech Festivals, Math Competitions
- Spelling Bees, Geography Bees
- May Day, Graduation
- Year Book



## What does a PCNC do?

A Parent Community Networking Center (PCNC) facilitator works part time at the school, helping create supportive partnerships among the home, the school, and the community for the purposes of supporting student success!

Call your school PCNC facilitator if you:

- Have a question and don't know who to ask
- Want to volunteer at the school
- Want to request a workshop
- Need help with understanding DOE language

PCNC facilitators can point you in the right direction!



# Parent & Family Involvement

The following examples under the six components of the Department of Education Board of Education Policy on Parent/Family Involvement demonstrate some examples of ways schools have addressed the board policy. In some instances, they may also provide you with some ideas how you too can get more involved at your child's or community school(s).

## Communication

Communication between home and school is regular, two-way, and meaningful.

**1. Kindergarten Kick-Off** – Every Kindergarten child and their parents receive a special invitation to attend a Kindergarten Kick-off activity prior the opening day of school. Parents have an opportunity to meet the child's teacher and school staff, and take part in parent-child activities.

**2. First Day of School for New Parents** – Middle and high schools have an orientation and tour for parents, where expectations, transition and organization tips, goal setting and school and community re-

sources are shared

**3. Adventures via E-mail & E-News** – Announcements, reminders and requests for assistance are sent home to parents who opt to be on the e-mail list. Many schools also use their School Web Pages with specific information for parents.

**4. Surrogate Classroom Parents** – Here's a new take on having classroom parents communicate with other parents and support the teacher. Because so many parents are busy, several students stepped up to "pay it forward," and take on the role of classroom parent and call parents themselves.

**5. Coffee Hour with the Principal** – These coffee hours are both regular and informal opportunities for parents to talk openly with their principal.

## Parenting

Responsible parenting is promoted and supported.

**1. PEACE Week** (Parents Entering A Campus Environment) – Farrington HS has a week dedicated to give parents and family members the opportunity to spend a day with their child in school. This allows the parents to learn about their child's learning experiences first hand.

### 2. Homework Study Skills

**& Making the Most of Parent/Teacher Conferences** – Tips to prevent homework hassles and helpful homework hints are given to parents. Also, tips for making the most of your parent teachers conference are provided.

**3. Parenting with Aloha** – The Parent Community Networking Centers' four step process: listen, accept, learn and harmonize, is shared with parents via a workshop to help build and maintain positive relationships.

**4. Date Night Dinner With Dad** – A special night with activities for fathers and their children to bond and connect, recognizing that dads need to be involved with their child's education.

**5. Loving Solutions & Parent Project** – These multi-week workshops provide parents with concrete, straightforward, step-by-step solutions in dealing with difficult children experiencing failing grades, school suspension, oppositional behavior, drug use, and other challenging behaviors.

## Collaborating with the community

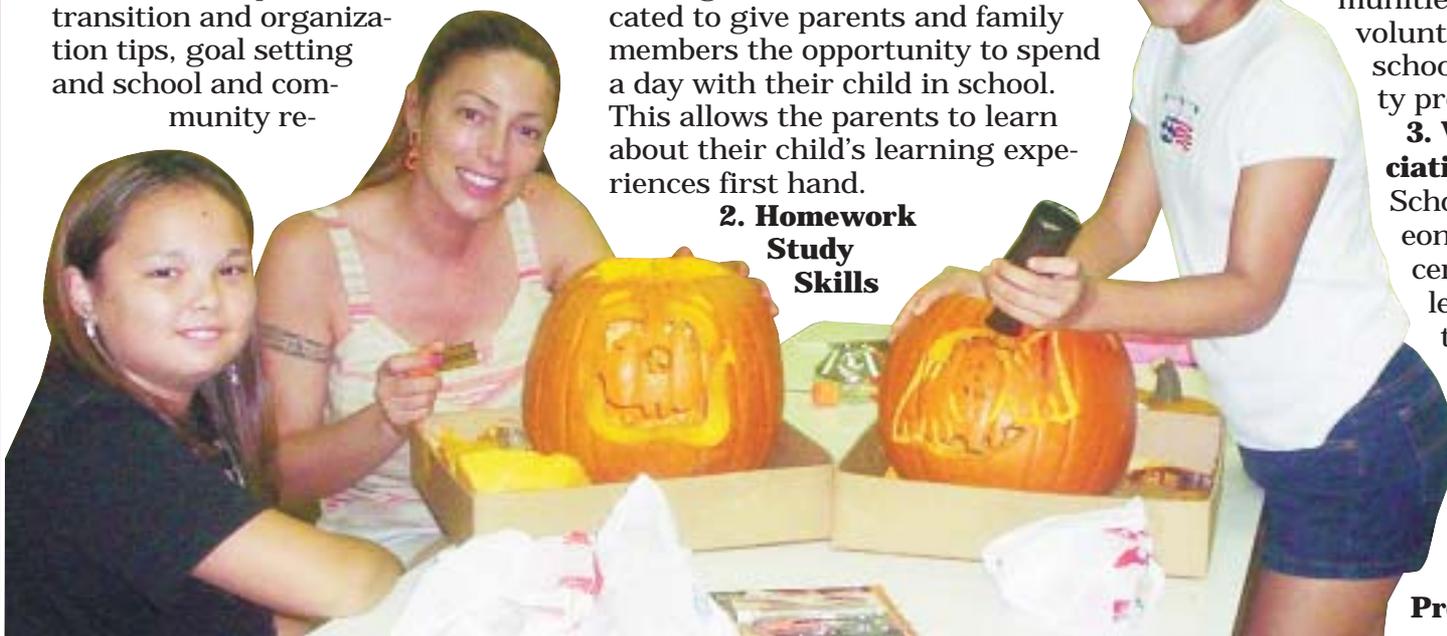
Community resources are made available to strengthen school programs, family practices, and student learning.

**1. Building Bridges through Language** – Because language is sometimes a barrier to parent involvement, interpretation at workshops and meetings and translation of documents are provided for parents and students with limited English skills.

**2. Make A Difference Day** – Many school communities sponsor and volunteer for needed school and community projects.

**3. Veteran's Appreciation Luncheon** – Schools hosts luncheons, appreciation ceremonies or write letters in recognition of veterans who model courage, loyalty and who provide community service to schools.

**4. Disaster Preparedness**





**Workshop** — In collaboration with agencies like the Oahu Civil Defense Agency and the American Red Cross, schools are working in partnership to make sure our families and communities are prepared in the event of a disaster.

**5. Wednesday with my Special Friends** — Kaimiloa students connect with the disabled transitioning from institutionalized settings into the community with the help of the Responsive Care Givers of Hawaii.

**6. Got Pono?** — Keaukaha's "Got Pono?" program is designed to promote positive behaviors within the school environment. Pono builds the connection of who you are and where you come from to this unique community.

## Student learning

Parents play an integral role in assisting student learning, including successful achievement of the Hawaii Content and Performance Standards.

**1. "Read with Me!" A Parent Child Workshop** — This workshop at Hoonounau Elementary engages and helps parents be more involved with their child's learning at home, specifically focusing on reading. It identifies six strategies of proficient readers and has made an impact on students' achievement.

**2. Munching with Math** — Kapolei Elementary sponsors "Math Investigations," a meaningful lunchtime parent-child math activities as a means to introduce parents to the depth of mathematical thinking and the connections/applications to life activities.

**3. 1st Annual History Day Fair** —

"Taking a Stand in History," was the theme at Mililani High School's History Day Fair, where parents came to observe and evaluate over 200 exhibits, performances, documentaries and research papers from various history subjects.

**4. Standards Through Sports** — Kealakehe High School coaches and/or the athletic director meet players' parents to inform them about the standards, global learner outcomes and habits of mind their children are working on.

**5. Cooking up Science** — At Kalihi Kai, parents learn useful tips and strategies to help their child with the understanding and exploration of science in fun and easy ways. Parents participated in a cooking demonstration that they could do at home with their child.

## Shared decision making

Parents are partners in the decisions that affect children and families.

**1. School Community Council (SCC) Meetings** — All schools now have School Community Councils, an elected group made up of community, parents, teachers, school staff and the principal. An Action Teams for Partnership (ATP) can be created that reports to the SCC.

**2. PTA/Ohana Group Meetings** — These organizations/groups are a great way to support the school's mission and can make a significant impact on what schools can and do offer their students and families. See how you can help and participate today.

**3. Second Cup of Coffee** — An in-

formal way to get to know your principal and decision makers at your school and to talk about new ideas and/or concerns.

**4. Parent/Teacher Projects** — Build a relationship and connection with your child's teacher. Share a skill or hobby. Knowing and working closely with the teachers at the school will give you a better understanding of a school's strengths and needs.

**5. Parent Leadership Workshops** — These sessions focus on the importance of parents and students as active partners in the decision making process at school. Representatives from all racial, ethnic socioeconomic and other groups in the school work together to share views, solve problems and take action towards shared goals.

## Volunteering

Parents' support and assistance are welcome in the school.

**1. Classroom Parent Facilitators** — At Hickam Elementary the classroom parent facilitators ask volunteers to take care of non-teaching tasks, which allow busy teachers to focus on teaching the students.

**2. Parent Tutoring Program** — Palisades Elementary has a tutoring program for students who are struggling in reading. The tutors are parents, grandparents and community members, such as a military partnership with the Marines.

**3. Book Swap Program** — Through their book swap program, Kaleiopuu Elementary found a way to build its collection of books so that there are enough books so that every second grade student can take home 3 books a week to read.

**4. Kids Care Club** — At Pearl Harbor Kai Elementary, every child empowered today will grow into an empowered adult tomorrow and so families work together on various projects to help their community, such as the "Holiday Hope Chests" they completed recently to donate to the local shelters.

**5. Lunchroom, playground and field trip volunteers** — If each parent were to spend one whole day helping monitor kids during recess and lunch, provide tutoring and/or classroom assistance during class time and be another positive role model and presence at school, just think what a positive impact that could make on schools. Get involved today!

## Department of Education

# Special Programs

## No Child Left Behind

**Contact:** Sharon Nakagawa and Butch Adams, 394-1380

The Title I program is part of the No Child Left Behind Act that supports programs in schools and school districts to improve the learning of children from low-income families. The No Child Left Behind Act also provides

educational options to families. This federal law allows parents to choose other public schools or take advantage of free tutoring if their child attends a school that needs improvement.

## Families and Schools Together

**Contact:** Kalen Kitagawa, 394-1380  
FAST is a unique, multi-family group approach that supports parents to be the primary prevention agents for their children 0 to 16 years of age. FAST has three components: outreach, multi-family group sessions, and ongoing monthly reunions. The families join together to participate in the fun-filled sequence of activities designed to build respect for parents and bonds among family members and between family members and the school.

ness. The program guarantees that homeless students are allowed to continue their education at their home school or transfer to a neighborhood school in the area they are living.

Housing assistance, medical services, employment services, and educational programs are available for families experiencing homelessness.

## Extended Learning Opportunities

**Contact:** Solomon Kaulukukui, 394-1385

The purpose of this program are to provide opportunities to communities to establish or expand activities in community learning centers that focus on:

1. Opportunities for academic enrichment, including tutorial services in core academic subjects;
2. An array of additional services, programs, and activities, such as youth development and violence prevention programs; and
3. Opportunities for families for literacy and other educational development.

## Migrant Education

**Contact:** Solomon Kaulukukui, 394-1385

The purpose of this program is to provide educational and support services to enable students, whose parents work in agriculture or fishing on a temporary or seasonal basis, to meet the same high content and performance standards that all children are expected to meet. Also this program encourages children to remain in school through high school completion. Eligible families are those who have moved within the last 36 months to seek or work in agriculture or fishing on a temporary or seasonal basis to help support their family.

## Hawaii Family Literacy Program

**Contact:** Kalen Kitagawa, 394-1380 (Oahu); Uvonne Lindsey, 327-4991 (Big Island)

Family Literacy serves parents and their young children in high poverty communities with their literacy, educational, and job preparation needs.

## Homelessness

**Contact:** Judy Tonda, 394-1384

The Education for Homeless Children and Youth program provides assistance to students of families experiencing homelessness.

## He lei kipona ke keiki

A child is like a lei made of many kinds of flowers.

As parents and adults responsible for nurturing children, we must be careful and thoughtful about how we weave their experiences and foster our relationships with them, so that each child, as each lei, is valued and uniquely beautiful.

A lei kipona is made of many kinds of flowers and greenery, just as a child is nurtured by many different members of the ohana, at home, at school, and in the community.

The variety and mix of colors and textures in a lei kipona makes each unique. And although the flowers and greenery that make up the lei may be delicate and even fragile, its crafting must be of high quality, reflecting the love and care of the lei maker.

We who provide these experiences and foster these relationships must make sure we help the child toward self-reliance and resilience, just as a lei maker weaves a strong and durable lei.

Let us all be loving lei makers, so that our children, like that beautiful lei kipona, are unique, strong, and beautiful.

– Puanani Wilhelm

# 10 ways for dads to get their kids to talk



“Hi buddy, how was school today?”  
“Fine,” my son offered unenthusiastically.

We’d been here before, and I knew enough not to push any further. For the moment, I’d have to visualize what “fine” might look like.

There are times for all parents when getting information from your kids is challenging, but for fathers the challenge is often greater.

Many fathers don’t share emotions with their kids the way their mothers do, and many fathers struggle to support and listen to their kids, wanting to give advice instead.

For those fathers looking to connect with their kids, here are ten ways for them to get their kids to open up and talk with them:

**1 Don’t try so hard to get them to talk.** The harder you try to get them to talk, the more they’ll resist you. When you relax the pressure a bit, they’ll sense it, and be more ready to talk.

**2 Slow down your own life and be available.** Kids have a keen sense of how busy you are. If you’re providing enough down time for you and your kids, they’ll be more likely to feel comfortable talking to you.

**3 Engage in a physical activity that they enjoy.** Some kids are more comfortable when they’re moving, especially boys.

Shooting baskets, playing soccer, or a game of catch may have your child chattering away. Moving the body can serve to move the mouth as well!

**4 Share your own life with them, and be as non-judgmental as possible.** Many fathers don’t share much of their lives with their kids. If you don’t share your own life, they’ll feel less safety in sharing theirs. And, if your kids feel they won’t be judged when they talk with you, they’ll have no reason to hold back.

**5 Use open-ended questions.** Questions that begin with “why” tend to create defensiveness, and yes or no questions won’t get much of a response. Learn to use questions that stimulate conversation. “What did you notice about that picture?” works better than, “Did you like that picture?”

**6 Use the car as a place for conversation—don’t let them escape!** You’ve got them and they can’t get out! Don’t allow video games or music to interfere with your opportunity to talk with them. Far too many kids can “tune in” today rather than becoming more connected to their parents.

**7 Reflect back what you hear from them.** It’s still the best way for your kids to feel heard, and the best way to encourage them to expand on the subject.

**8 Talk to them while they’re coloring, painting, or drawing.** Using these activities to allow your kids to express themselves can help them communicate to you as well. Joining in on the activity yourself can produce an even greater sense of connection and sharing.

**9 Provide opportunities for fun and excitement.** When your kids are doing something they love to do, they’ll want to share it with you. Provide these for your kids, and listen to them talk about it afterward.

**10 Be a parent, but be a friend as well.** While you must be a parent first, being a friend to your kids will help them to want to share with you. Don’t overdo the strict parental stuff.

# Kalani complex PCNC action team

**T**he Kalani complex (schools that feed into Kalani High) Parent Community Networking Center (PCNC) facilitators, work together to address academic and social parent concerns through workshops, seminars and parent-child interactive activities. Parents in this east Honolulu complex are offered an array of opportunities for learning and volunteering, and have access to relevant information to better support their children's learning. Facilitators, who are also parents of the complex schools, have a good handle of the academic and social parental concerns. Working in collaboration with community agencies and the district office,



they offer meaningful ways for parents to get involved.

Schools alternate hosting these various workshops that are open to all parents of the schools in the Kalani complex, but all complex PCNC facilitators are present at each activity supporting one another and welcoming the parents from their school. Many hands lighten the responsibility and the task that goes

with conducting these evening workshops. Truly an awesome Complex Action Team!

**Waialae School** – Melanie Sumida  
**Liholiho School** – Iris Salazar  
**Kaimuki M.S** – Kelly Chun  
**Kalani H.S** – Denise Murai  
**Kahala School** – Celeste Lum  
**Liliuokalani** – Lori Yamada  
**Wilson School** – Cynthia Hakikawa  
**Waikiki School** – Tehanei Ferreira



## The Parent Project

Parent Project is a comprehensive, award winning program for parents of challenging children. There are 3 curriculums available to parents: Parent Project, for parents of teens; Loving Solutions, for parents of children 5 to 10 years of age; and Choosing Success, Choosing Life, for teens.

### The Parent Project delivers results!

- Improve children's grades and school attendance
- Stop par-

ent-child arguments

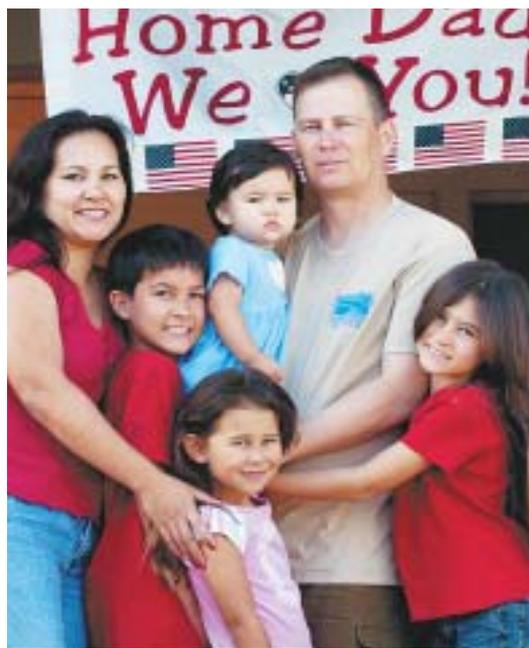
- Prevent (or stop) children from using drugs and alcohol
  - Learn how to "out-will" a strong-willed child!
  - Prevent and intervene in adolescent destructive behavior, any behavior that shortens your child's life or shatters their dreams
  - Restore strained relationships.
- Classes are offered free for all parents and guardians statewide. There is a small cost for parent workbooks. Scholarships are available. Contact June Kawamura at 733-4737 or check out these websites: [www.parentproject.com](http://www.parentproject.com), or <http://familysupport.k12.hi.us> for upcoming Parent Project or Loving Solutions classes in your area.

# Parenting education classes and resources for active military personnel and family members

**H**awaii military services (Air Force, Army, Coast Guard, Navy, Marines) offer resources and a broad range of parenting and education programs for active military parents and families. Programs vary by service and course titles may vary. Possible programs and classes include:

Hawaii military branches of service (Air Force, Army, Coast Guard, Navy, Marines) offer resources and a broad range of parenting and education programs for active military parents and families. Possible programs and classes include:

- Play And Learn sessions
- Nurturing Parents
- Deployment Issues
- Infant/Child CPR class
- Anger/Stress Management classes
- Counseling and individual parenting consultations
- Military Life Consultants: 808-222-7088
- Sexual Assault Prevention and Response: 808-438-2604
- Help Line/Remarks: 808-348-4421
- Victim and Witness Assistance
- Parenting Support Groups
- Family Resource Library of books and videos
- Family Life Activities and Events.



## Military programs and resources

For more information on these programs and resources, please contact:

### Airforce

**Air Force Family Support Center (FSC)**  
Bldg #1105, 655 Vickers Ave.  
Hickam AFB, HI 96853  
Phone: 449-0300

**U.S.A.F. Family Advocacy Programs**  
Bldg #1105, FSC, 655 Vickers Ave.  
Hickam AFB, HI 96853  
Phone: 449-0177

### Army

**Army Community Service Center (ACS), Army Family Advocacy Program**  
Bldg. #2091  
Schofield Barracks, HI 96857-5000  
Phone: 655-2400  
Web: [www.mwrarmyhawaii.com](http://www.mwrarmyhawaii.com)

### Coast Guard

**Coast Guard Work-Life Center Integrated Support Command (ISC)**  
400 Sand Island Parkway  
Honolulu, HI 96819-4398  
Phone: 842-2085, 842-2087, 842-2089

### Marines

**Marine Corps Community Services (MCCS) Personal Services Division Family Advocacy Program (FAP)**  
Bldg #216  
Marine Corps Base Hawaii  
Kaneohe Bay, HI 96863  
Phone: 257-7787, 257-7790

### Navy

**Navy Fleet and Family Support Center (FFSC) Pearl Harbor Navy Region Hawaii Moanalua Navy Services Center**  
4827 Bougainville Drive  
Honolulu, HI 96818  
Phone: 474-1999  
Web: [www.greatlifehawaii.com](http://www.greatlifehawaii.com)

# Outstanding parent volunteers

**W**e have listed some of the many outstanding parent volunteers and volunteer groups working in our schools.

**Please Note:** Schools were asked to submit names and not necessarily a narrative; thus not all may have comments. All, however, are outstanding individuals in their school community.

**\*Acronyms:** **SCC** – School Community Council, **PTSO** – Parent, Teacher, Student Organization, **PTSA** – Parent, Teacher, Student Association, **PCNC** – Parent-Community-Networking Center, **PTA** – Parent, Teacher Association.

## Laurence Tanabe

**School:** Maemae Elementary

**District:** Honolulu

- Fund raising Chairperson, PTSA Board
- Presented smoking prevention lessons
- Assisted teachers in classroom.

## Joe Ramos

**School:** Kalihi Waena Elementary

**District:** Honolulu

- Member, PTA
- Member, Principal Selection Committee
- Provided kempo evening classes.

## Pearl Whittaker

**School:** Kalani High

**District:** Honolulu

- Served on SCC board
- Project Grad Committee Chairperson
- Recruited guests speakers for classrooms

## Jackie Tovey

**School:** Kalihi Kai Elementary

**District:** Honolulu

- Assists in the special education preschool
- Family focus team and SCC
- Parent volunteer reading tutor.

## Cheryl Nakagawa

**School:** Kawanakoa Middle

**District:** Honolulu

- PTSA president and secretary for the SCC.

## Camille Lee

**School:** Waiialae Elementary

**District:** Honolulu

- Parent volunteer in classroom, organized grade level events, planned and executed several school wide activities.
- Learning Hui Coordinator, President and VP of Friends of Waiialae School

## Anita Linda Tomas

**School:** Likelike Elementary

**District:** Honolulu

- Volunteer grandparent
- Helps in library and other projects
- Supervises during lunch and recess

## Peggy Marcus

**School:** Fern Elementary

**District:** Honolulu

- Purchased wish list items for teachers
- Donated food, decorations and supplies for science activities
- Generous with time and donations for the children.

## Jeff & Nanette Pelletier

**School:** Jefferson Elementary

**District:** Honolulu

- Attends PTO/SCC meetings
- Volunteers for fundraisers, follows thru with whatever they suggest

## Lucy Teal

**School:** Ala Wai Elementary

**District:** Honolulu

- Serves on the SSC and helps with PTSA, Title I and Parent Center, etc.

## Romeo Pacpaco

**School:** Radford High

**District:** Central

- Helped school with fixing refrigeration appliances, donated an ice machine.

## Janice Cota

**School:** Mokulele Elementary

**District:** Central

- Volunteers 2-3 times each week in the classroom, reading, doing projects, tutoring, etc.
- Volunteers in PCNC.

## Nilda Carlisle

**School:** Mokulele Elementary

**District:** Central

- Volunteers almost daily in classrooms as clerical aide or tutor.

## Nadine Miller

**School:** Mokulele Elementary

**District:** Central

- Chairperson of the school's Kids Care Fundraiser

## Marine Corps Forces Pacific Band

**School:** Radford High

**District:** Central

- Band Assistance & Homecoming

## Marine Corps Forces Pacific

**School:** Webling Elementary

**District:** Central

- Fun Fair

## Kimm Geise

**School:** Mililani Waena Elementary

**District:** Central

- PTSO President and SCC Chair
- Connect families with the school by planning activities and fundraising events.

## Lt. Jeff and Tami Brock

**School:** Moanalua High

**District:** Central

- PTSA President
- PTSA programs committee Chairperson
- Both serve on accreditation, fundraising, and school inspection committees,

## Danny and Maureen McFerrin, MSgt. Cindy Laverdure

**School:** Waimalu Elementary

**District:** Central

- Responsible for Waimalu's military partnership with students.

## Pam Courchene

**School:** Helemano Elementary

**District:** Central

- Volunteers several times a week in the library and in the school office.

## Chief Fred Gholson

**School:** Campbell High

**District:** Leeward

- Instrumental in obtaining the school's electronic marquee.
- Organized a cleanup.

## Carl Shigemura

**School:** Momilani Elementary

**District:** Leeward

- Taken care of school's grass areas
- Volunteers at parent/child activities
- Supervises students in the morning.

## Corinne Takara

**School:** Pearl City High

**District:** Leeward

- Served on the PTSA board for 4 years

## Evelyn Souza

**School:** Kapolei Middle

**District:** Leeward

- Exemplary parent

**Terry Shimabukuro****School:** Kapolei Middle**District:** Leeward

- Active with the KMS ohana
- Instrumental in revising parent organization
- Introduced Safeway e scrip program

**Doug Slater****School:** Kapolei Elementary**District:** Leeward

- Volunteer great grandfather
- Helps in the PCNC room

**Kanoi Aki****School:** Kapolei Elementary**District:** Leeward

- Chaperoned and raised funds
- Has been helpful to classroom teachers and school's book fair.

**Rose Guillermo****School:** Ewa Beach Elementary**District:** Leeward

- Taken care of the school wide recycling.
- Reads to students to encourage them to meet their reading goal.

**Marine Corps Forces Pacific****School:** Pearl City Elementary**District:** Leeward

- Reading & Math Tutoring
- Challenge Day (anti-bullying)

**Phillip Harper****School:** Lehua Elementary**District:** Leeward

- Serves on school's Community Council
- Recruits volunteers for school projects

**Kiyoko Henley****School:** Lehua Elementary**District:** Leeward

- Assists with snack sales and the Hooray for Kindergarten! Program

**Sheri Sleim****School:** Lehua Elementary**District:** Leeward

- Loyal classroom volunteer

**Marie Brady****School:** Lehua Elementary**District:** Leeward

- Loyal library volunteer

**Marine Air Group 24****School:** Kalaheo High**District:** Windward

- Leadership Academy
- Make a Difference Day

**Marine Corps Forces Pacific Band****School:** Kalaheo High**District:** Windward

- Music Lessons

- Brass Quintet & Drum assist

**Cpl Aaron Edmonds****School:** Kalaheo High**District:** Windward

- Football team volunteer

**Headquarters Battalion, Kaneohe Bay****School:** Puohala Elementary**District:** Windward

- Flag Raising/Singing

**Marine Air Logistic Squadron 24****School:** Kailua Elementary**District:** Windward

- Re-pave parking lot

**Marine Air Group 24 (HMH-362)****School:** Kailua Elementary**District:** Windward

- Power wash walls
- Fun Fair

**4th Force Reconnaissance****School:** Enchanted Lake Elementary**District:** Windward

- 4th grade writing, art, math tutoring

**Jen Stewart****School:** Kainalu Elementary**District:** Windward

- Responsible for monthly newsletter.

**Brandy Bullis and Tawnya Gilbertson****School:** Kainalu Elementary**District:** Windward

- Loyal classroom volunteers

**Marine Air Logistic Squadron 24****School:** Kainalu Elementary**District:** Windward

- Intramurals, Open House, Daily Seven exercises, Field Meet

**4th Force Reconnaissance****School:** Blanche Elementary**District:** Windward

- Install air conditioning

**Marine Corps Air Facility****School:** Lanikai Elementary**District:** Windward

- Movie Night/Picnic child supervision and parking control

**Marine Corps Forces Pacific Band****School:** Castle High**District:** Windward

- Music lessons

**Combat Service Support Group****School:** Kailua Intermediate**District:** Windward

- Day of Heros

- Make a Difference Day

- Evacuation drills

**Branch Medical Clinic****School:** Maunawili Elementary**District:** Windward

- Fun Fair.

**Corporal Juan Garcia****School:** Mokapu Elementary**District:** Windward

- Volunteered for a total of 193 hours.

**Brady and Drew Jernigan****School:** Aikahi Elementary**District:** Windward

- Coordinators of the Aikahi Fun Fair.

**Ginger Burcena****School:** Keonepoko Elementary**District:** Hawaii

- Organized and/or chaired school events and has been involved with the PTSA.

**Donna Beshoner****School:** Konawaena High**District:** Hawaii

- Loyal classroom volunteer.

**Rose Torres****School:** Mt. View Elementary**District:** Hawaii

- Traffic controller
- Assists in the classroom
- Member of the SCC.

**Wendy Davis****School:** Keaau Middle**District:** Hawaii

- Helped on the PTSA Board and with the inspection committee
- Focus group for the school's accreditation.

**Reynold Gima****School:** Lanai Elementary**District:** Maui

- Active volunteer

**Glennis Ooka and Eloise Shak****School:** Iao Middle**District:** Maui

- Active volunteer

**Suzette Onofrio, Jessica Oswald and Luana Santiago****School:** Kaunakakai Elementary**District:** Maui

- Room parent volunteer

**Therese Jasper****School:** Kauai High**District:** Kauai

- PTSA Board President
- Driving force in acknowledging student achievements.

# Coordinated school health

## What is CSH?

A coordinated school health (CSH) model consists of eight interactive components. Schools by themselves cannot, and should not be expected to, address the nation's most serious health and social problems. Families, health care workers, the media, religious organizations, community organizations that serve youth, and young people themselves also must be systematically involved. However, schools could provide a critical facility in which many agencies might work together to maintain the well-being of young people.

## Eight Component Model

The following are working descriptions of the eight components of a coordinated school health program.

**1. Health Education:** A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices.

**2. Physical Education:** A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote optimum physical, mental, emotional, and social development.

**3. Health Services:** Services pro-

vided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, pre-

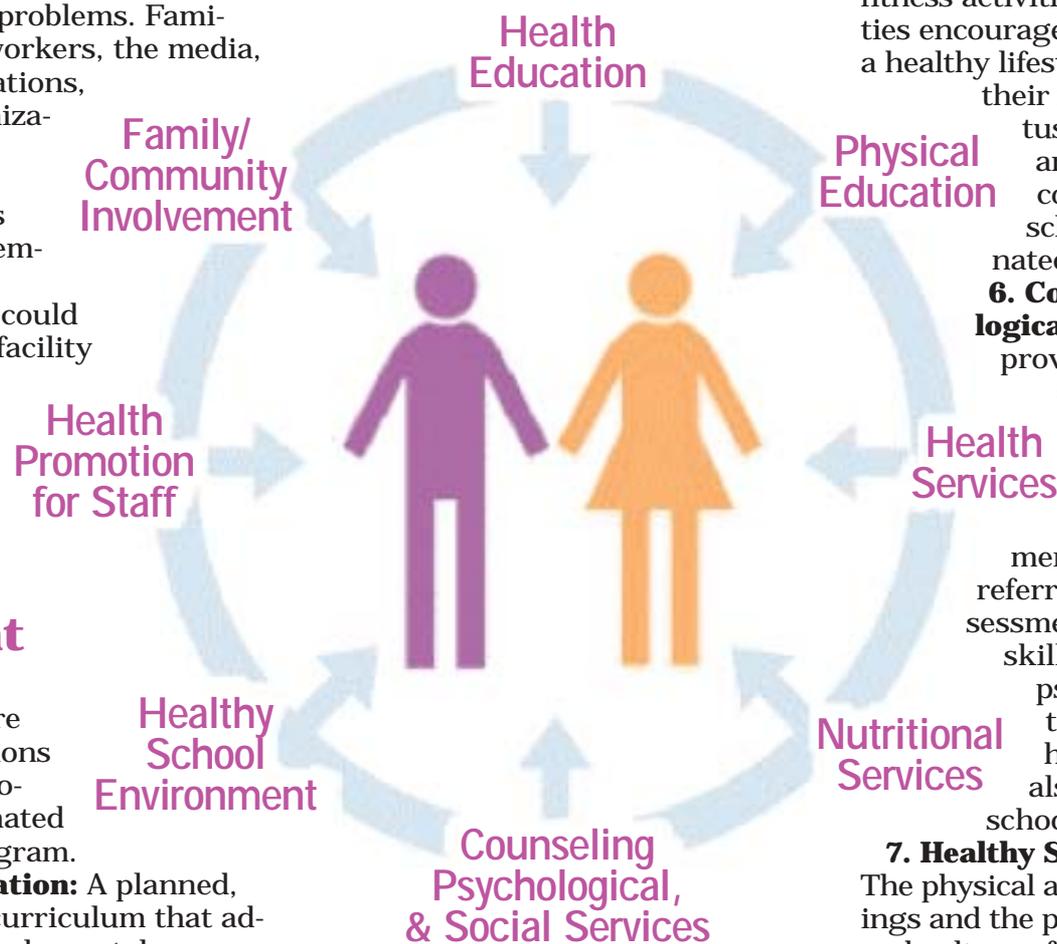
community services.

**5. Health Promotion for Staff:** Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated health program.

**6. Counseling and Psychological Services:** Services provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment.

**7. Healthy School Environment:** The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff.

**8. Parent/Community Involvement:** An integrated school, parent, and community approach for enhancing the health and well-being of students. School health advisory councils, coalitions, and broadly based constituencies for school health can build support for school health program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.



vent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

**4. Nutrition Services:** Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education, and serve as a resource for linkages with nutrition-related com-



# Why coordinated school health?

**H**ealthier children learn better. In healthy schools, children are more alert, more focused on learning, and miss less school. A strong and collaborative relationship between the Department of Health and the Department of Education is essential for the development and support of healthy schools.

Better health is a critical part of better academic achievement!

## Did you know?

- Staff from schools with a coordinated approach to school health associate this approach with higher test scores, more alert students, more positive attitudes, skill development and readiness to learn (Siegel M and Doner L, 1998).

- 82% of parents from a nationally representative sample felt that health education is either more important than or as important as other subjects taught in school (Marzano RJ, Kendell JS and Cichinelli LF, 1999).

- For every dollar spent on health education delivered in schools, society saves more than \$13 in direct costs (Centers for Disease Control, 1997).

- Schools that offer intense physical activity programs see positive ef-

fects on academic achievement including increased concentration, improved mathematics, reading and writing test scores and reduced disruptive behavior, even when time for physical education reduces the time for academics (Symons CW, 1997).

- Schools that offer breakfast programs see increases in academic test scores, daily attendance, and class participation (Powell CA, 1998)

- Research indicates a link between school building conditions and environment and academic performance (Earthman and Lemaster, 1996).

- School connectedness is consistently related to less involvement in behaviors that jeopardize academic success such as alcohol use, drug use, and delinquent behaviors (Resnick MD, 1997; Battistich V, 1997)

- Studies show student's physical well being has a direct impact on academic achievement. (Calf. DOE, 2002)

## Healthy Schools can learning and academic achievement

Poor dietary habits and physical inactivity contribute to the leading causes of death in this country: heart disease and cancer. Healthy behaviors learned early can help prevent the health risk behaviors that lead to

death. The seven priority health risk areas can be addressed and prevented through healthy schools.

- Alcohol and other drug use
- Behaviors resulting in injury
- Physical inactivity
- Poor eating habits
- Tobacco use
- Sexual behaviors resulting in HIV, STD's and unintended pregnancy

Coordinated changes in classroom curriculum, in-school health promotion, school health services, improve nutrition at home, and increase physical activity all offer the potential to help develop a healthier generation of children and youth.

Healthy kids learn better.

## What parents can do

1. Limit your children's TV viewing and other screen time such as video or computer games to less than two hours per day.

2. Be advocates for recess and physical education at your child's school.

3. Get involved in your child's education. Communicate with your child's teachers regularly, discuss the needs of your child, volunteer for school activities, etc.

4. Be active as a family. Play a sport together, go for a family bike ride, take on family chores such as washing the car and raking leaves.

5. Encourage healthy school fundraisers.

6. Encourage healthy rewards for children.

7. Keep fresh fruits and vegetables washed, cut up, chilled and ready to eat as snack.

8. Eat five servings of fruits and vegetables every day.

9. Start every day with a healthy breakfast.

For additional resources to promote healthy lifestyles go online to:

- [healthykeiki.k12.hi.us](http://healthykeiki.k12.hi.us)
- [pta.org](http://pta.org)
- [health.discovery.com](http://health.discovery.com)
- [kids.gov](http://kids.gov)
- [healthyhawaii.com](http://healthyhawaii.com)



**FAMILY SELF-SUFFICIENCY**

# Keep More of Your Hard-Earned Money

*Claim the Earned Income Tax Credit (EITC), Save Money and Have Your Tax Return Prepared For Free.*



**DO YOU QUALIFY?**

The EITC is a special tax credit for people who work full or part-time. If you qualify, you could receive a **credit/refund of up to \$4,536**. Your eligibility and the amount of your EITC depend on:

- Earnings
- Marital status
- Number of qualified children in your household

For more information or to find the nearest free tax assistance site, call Aloha United Way's 211 or visit our website at [www.hawaiiitaxhelp.org](http://www.hawaiiitaxhelp.org).

**Earn it!  
Claim it!  
Save it!**

***Aloha United Way's Family Self-Sufficiency Program***

Made possible by a grant from the State of Hawai'i and administered by the Office of Community Services.



Aloha United Way

Phone: (808) 536-1951 • [www.auw.org](http://www.auw.org)

**what matters®**

**VOLUNTEER HAWAII**

# New Community Service Opportunities!

*Make new friends. Learn new skills.  
Or find something different to do with an old friend.*



**DEDICATE YOURSELF TO A NEW PASSION**

Provide yourself with opportunities for personal achievement while strengthening your community through volunteering. It's fun. It's energizing. And you can help others and, in turn, feel better about yourself.

- Achievement
- Recognition and feedback
- Personal growth
- Giving back
- Bringing about social change
- Family ties
- Friendship, support, bonding and a feeling of belonging



Aloha United Way

Phone: (808) 536-1951

Check Out the Aloha United Way website at [www.auw.org](http://www.auw.org) and click on:



*A service provided by United Ways in Hawaii*

Your Online Volunteer Opportunity Locator. Try it Today!

**what matters®**

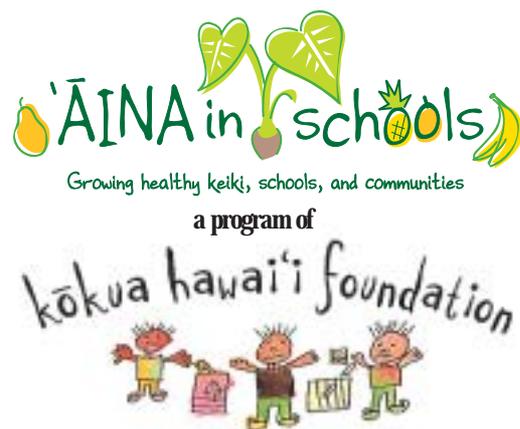
# 'ĀINA In Schools

**'ĀINA In Schools** is a new “farm-to-school” program dedicated to connecting children to their land, waters and food in order to grow a healthier future for Hawai'i.

Our mission is to **Actively Integrate Nutrition and Agriculture** in schools. We do this through promotion of healthy school lunches featuring locally grown produce, nutrition education in the classroom, garden-based learning, field trips to farms, waste reduction and management, and family and community outreach.

Parents and family members are very influential role models for children. You can instill and reinforce healthy physical, nutritional, and environmental habits in your keiki through some of the simple actions described below:

■ **Visit a farmers' market with your children.** Get to know who grows your food, try a fruit or veg-



etable that's “new” to your family, or cook a “locally grown” meal together. You can also find several recipes at the Farmers' Market section of [hbf.org](http://hbf.org).

■ **Eat a rainbow!** Make a fruit salad together using as many colors as possible or create a color-themed meal. Eating fruits and vegetables in a variety of colors is part of a healthy diet that can protect against disease. Learn more at [5aday.com](http://5aday.com).

■ **Start a garden at home.** Ask around at farmers' markets and local garden stores about the best plants to grow in your area. Check [kidsgardening.com](http://kidsgardening.com) for ideas and resources.

■ **Compost your kitchen waste.** One way to recycle your food waste is to feed it to worms! Kids love it and so will your garden – worm castings make excellent fertilizer. [Waikikiworm.com](http://Waikikiworm.com) offers classes and information on vermicomposting.

■ **Reduce, reuse, and recycle together.** Buy durable over disposable, seek out second-hand items, and donate or hold a garage sale before throwing things away. Fundraise for the family by redeeming HI-5 beverage containers.

■ **Enjoy a locally grown “no-waste” family picnic.** Reduce waste by packing lunches in reusable containers and serving fresh fruits that don't need a wrapper. School and work lunches can be packed in the same way: [wastefreelunches.org](http://wastefreelunches.org)

■ **Read a book together.** Visit your local library to find books related to our food and environment. “My Hawaiian Farm” by Pearl Maxner is a great children's story about a young girl's family farm and the different crops they grow during the year. Older kids will like “Chew on This: Everything You Don't Want to Know About Fast Food” by Eric Schlosser.

■ **Take a family “field trip.”** Volunteer at a lo'i kalo (taro patch) or fishpond to learn about how food has traditionally been produced in Hawai'i.

■ **Go for a hike or explore a tide pool.** Get to know what's special about your island environment while getting some exercise together. Talk about the ways our environment provides for us, and how our behaviors impact the land and sea. Take your trash with you and pick up litter to leave the place better off than you found it.

■ **Celebrate food through art.** Paint or draw a fruit & vegetable still life or take close up pictures of vegetables and process them in black and white. These projects encourage us to look at the beauty of what our land produces from a different perspective.

■ **Help your child's school to start a garden or farm-to-school program.** Parent volunteers are critical to the success of these programs. Talk about it with school staff and other parents and learn more at [farmtoschool.org](http://farmtoschool.org).





# Protect Our Keiki: at Home, at Play and On the Way

## School-age 5 to 10 years

### Developmental Stages & Accomplishments

- \* Child has a growing sense of self and ability.
- \* Strength, motor skills and coordination develop at their own rate. Children the same age will not have the same skills or abilities.
- \* Looks to friends for peer acceptance.

### Street & bike safety

- Do not allow child to play in the street or behind a parked car.
- Teach child to stop at the curb and never cross the street without an adult.
- Check to see if your child's bike is the right size. The balls of the child's feet should rest on the ground with hands secure on handlebars.
- Teach child to wear a bike helmet and model the behavior by wearing your own.

### Water safety

- Teach child to swim.
- Never let child swim without adult supervision.
- Teach child not to dive until an adult has checked the depth of the water (should be at least 9 feet deep).
- Always have child wear a life jacket on a kayak, canoe or boat.
- Obey water safety warning signs.
- Learn child CPR and first aid.

### Sport safety

- Have child wear the clothing and protective equipment recommended for each sport.
- Choose equipment based on child's size and ability.
- Make sure child drinks plenty of water before and after the activity.

### Car safety

- Use booster seat/seat belt correctly every time.
- Have child ride in the backseat. It's the safest place.
- Always buckle up. Be a good example.
- Do not leave child alone in the car.

### Poisoning

- Use safety caps on all medicines and toxic household products and keep them out of reach.
- Teach child about poisonous plants and bugs.

### Firearm safety

- Keep guns out of home or unloaded and locked in a place separate from ammunition.
- Ask if home where child visits has a gun.

### Fire & burn prevention

- Never allow child to light or play with fireworks.
- Do not smoke in home in or around children.
- Test smoke alarms monthly and replace batteries yearly.
- Only allow child to use matches, lighters and other heat sources when supervised.
- Apply sunscreen with SPF 15 or higher whenever child goes in the sun.
- Lower water heater temperature to 120°F.

### Emergency

- Keep list of emergency contact numbers near the phone.
- Teach child to call 911.



Keiki Injury Prevention Coalition

SAFE KIDS Hawaii

and the Injury Prevention Program, State Dept. of Health



# Protect Our Keiki: at Home, at Play and On the Way

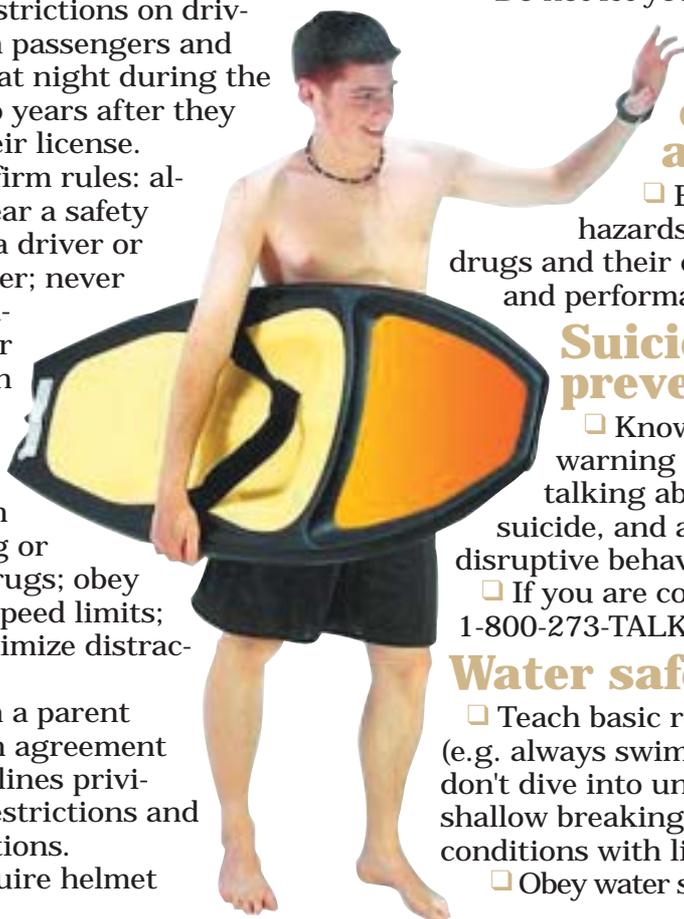
## Adolescence 11 to 18 years

### Developmental Stages & Accomplishments

- \* Youth pushes for freedom of choice and greater independence.
- \* Experiences physical/emotional changes. Ability to anticipate outcomes is limited and erratic, adolescents often think, “it won’t happen to me.”
- \* Strong need for peer approval and experimentation.

### Road safety

- ❑ Reduce teen’s crash risk: ensure extensive practice before licensure; place restrictions on driving with passengers and driving at night during the first two years after they have their license.
- ❑ Set firm rules: always wear a safety belt, as a driver or passenger; never drive impaired or ride with someone who has been drinking or using drugs; obey posted speed limits; and minimize distractions.
- ❑ Sign a parent and teen agreement that outlines privileges, restrictions and expectations.
- ❑ Require helmet



use on bikes, skateboards, mopeds or motorcycles.

- ❑ Discuss the dangers of racing.
- ❑ Do not let youth ride in the back of a pick-up truck.

### Prevent drug & alcohol use

- ❑ Educate teen about hazards of alcohol and drugs and their effect on judgment and performance.

### Suicide prevention

- ❑ Know some of the warning signs: depression, talking about committing suicide, and aggressive or disruptive behaviors.
- ❑ If you are concerned call 1-800-273-TALK (1-800-273-8255).

### Water safety

- ❑ Teach basic rules of water safety (e.g. always swim with a buddy; don’t dive into unknown water or shallow breaking waves; check surf conditions with lifeguard).
- ❑ Obey water safety warning signs.

### Sport safety

- ❑ Have youth wear protective equipment recommended for each sport, including helmets.
- ❑ Avoid dehydration: advise water before and after activity.
- ❑ Advise stretching and warm up before activity.

### Firearm safety

- ❑ Keep guns out of home or unloaded and locked in a place separate from ammunition.
- ❑ Ask if home where youth visits has a gun.

### Youth violence prevention

- ❑ Be consistent with rules/discipline.
- ❑ Be available to listen and speak.
- ❑ Enroll your child in after-school activities.
- ❑ Regulate internet use and exposure to violence in the media.
- ❑ Show how to resolve conflicts without aggression.
- ❑ Note warning signs such as angry outbursts, excessive fighting or bullying, cruelty to animals, fire setting, or alcohol or drug use.

### Dating violence prevention

- ❑ Be a role model, talk about healthy relationships and open communication.
- ❑ Note warning signs: unexplained bruises or injuries and behavior changes.

### Fire & burn prevention

- ❑ Test smoke alarms monthly and replace batteries yearly. Practice your family fire escape plan every six months.
- ❑ Teach youth to never leave cooking food unattended.
- ❑ Encourage use of sunscreen with SPF 15 or higher.
- ❑ Model healthy behavior.
- ❑ Enroll youth in CPR and first aid classes.



Keiki Injury Prevention Coalition

SAFE KIDS Hawaii

and the Injury Prevention Program, State Dept. of Health

# A Parent's Guide to Preparing Teens for Higher Education



**H**elping your teen choose the right high school courses is important for college admission. Colleges look at high school courses to determine a student's readiness and capability to succeed. College admissions counselors also look favorably upon students who challenge themselves and take a rigorous courseload, rather than students who take the minimum number of classes.



## Recommended High School Curriculum for College Admission

<b>English</b>	<b>4 years</b>
<b>Math</b>	<b>3 to 4 years</b> (Algebra I, Geometry and Algebra II are recommended for admission to 4-year colleges)
<b>Social Studies</b>	<b>3 years</b>
<b>Science</b>	<b>3 years</b>
<b>Foreign Language</b>	<b>2 years</b>
<b>The Arts</b>	<b>1 year</b>
<b>Electives</b>	<b>Consider Advanced Placement (AP) courses as well as honors level coursework.</b>



Students can also take dual credit courses offered through programs such as Running Start. High school juniors and seniors take college courses and earn credit for both high school and college. For more information, visit [www.hawaii.edu/runningstart](http://www.hawaii.edu/runningstart).

## College-Affiliated Programs in Hawai'i

### Na Pua No'eau

A part of the University of Hawai'i system, this program has outreach centers on each island. Services are provided to Native Hawaiian students in kindergarten through grade twelve. The program focus is on culturally appropriate methods to inspire and educate students for college and career success.

- For more information, please call:
- Honolulu: 956-9410
  - Hilo: 974-7678
  - Kona: 322-4867
  - Maui: 984-3364
  - Moloka'i: 533-9993
  - Kaua'i: 241-3238
  - Lana'i: 565-7900

### Talent Search

This free program is for public school students in grades six through twelve who come from low-income families or will be the first generation in their families to go to college. The program provides academic counseling and guidance, college and career planning workshops, and financial aid help in participating schools.

- For more information, please call:
- Hawai'i Community College-West Hawai'i: 322-4860
  - Windward Community College: 235-7477 or 235-7482

### Upward Bound

This free program is for students who come from low-income families or will be the first generation in their families to go to college. Upward Bound offers a summer residential program, study abroad options on the west coast, and college counseling and tutoring during the school year. Once in the program, students receive services until they graduate from high school. There are two program options, the Upward Bound Classic and Upward Bound Math & Science programs.

- For more information about Upward Bound Classic, please call:
- UH Hilo: 974-7372
  - Maui Community College: 984-3299
  - Leeward Community College: 455-0654
  - Windward Community College: 235-7466

- For more information about Upward Bound Math & Science, please call:
- UH Hilo: 974-7372
  - Leeward Community College: 455-0651

Find more college-affiliated programs in Hawai'i by visiting [gearup.hawaii.edu](http://gearup.hawaii.edu).



# COLLEGE PATHWAY CHECKLIST FOR HIGH SCHOOL STUDENTS



**Share this checklist with your teen to keep him/her on the path to college. For more tips and free college resources, visit [gearup.hawaii.edu](http://gearup.hawaii.edu).**

## 9th grade:

- c Think about career opportunities
- c Meet with a guidance counselor to create a 4-year course plan that will guide you in taking the right courses so that you will be sure to fulfill all that is required by the college you want to go to.
- c Earn good grades. Your grades during high school will play a big part in what college you can get into and the scholarships you can earn.
- c Get involved in community work or other kinds of volunteering. Not only is it good for others, it's good for you – and, it will look great on your college application.
- c Save money now to pay for school later.
- c Apply for a social security number if you do not already have one.
- c Begin researching financial aid options. Find out what requirements you need to fulfill to be able to apply for scholarships.

## 10th grade:

- c Think about finding the right college for you. What kinds of schools are out there? What kind of school do you want to attend?
- c Prepare for the Scholastic Aptitude Test (SAT) by taking the PSAT.
- c Keep your grades up. Strive to get into Advanced Placement (AP) classes to earn college credit.
- c Continue to save your money.
- c Continue researching financial aid options. Keep track of your findings.



## 11th grade:

- c Stay motivated and keep your grades up.
- c Research colleges in more depth. Call, write or email each school for more information, including admissions information, accreditation, and degrees offered, and campus life. Find out about costs, including tuition, room and board, fees and books. Attend a college fair.
- c Make a list of important deadlines for college admission and financial aid applications.
- c Get registration materials and test dates for the ACT and/or SAT.
- c Visit several of your top college choices to get a feel for which school is right for you. If you can't visit in person, find out if the college has a virtual tour online.

## 12th grade:

- c Stay focused! Keep your grades up!
- c Start to draft your admission essays.
- c Ask teachers, employers, clergy or other significant adults for any letters of recommendation you may need.
- c Narrow your college choices to the three or four you like best and keep track of your findings. How much does it cost to go there? How generous is the financial aid? Does it offer the course of study you want? What do current students and recent graduates say about the college?
- c Finalize your admissions essays.
- c If you are not satisfied with your SAT and ACT scores, retake them.
- c Apply for admission to your top three or four college choices.
- c With your family's help, gather your financial records. Complete the Free Application for Federal Student Aid and file it as soon as you can after January 1. Consider all of your options for paying for school.
- c Keep track of all your deadlines such as applications, tests, financial aid.
- c Keep photocopies of everything you send out.
- c Respond promptly to any requests for additional information from colleges or financial aid offices.
- c Evaluate financial aid offers carefully.
- c Start hunting for summer work or an internship.
- c Decide which college you'll attend and send in any forms or deposits by the deadline.
- c Sign and return your college's financial aid offer, noting the parts you accept and those you decline.
- c If other schools have accepted you, notify them that you won't be attending.
- c In May or June of your senior year, have your final grade transcript sent to your college.

# Help for Teens in Trouble

*The best way you can help your teenager is by asking for help yourself. Aloha United Way's 211 Hotline is open 24/7.*



## IS YOUR TEEN IN NEED OF CRISIS INTERVENTION, EMOTIONAL SUPPORT & COUNSELING?

**Oahu:** Crisis Intervention 24-Hour Hotline 832-3100 • Outreach for Grieving Youth Alliance 735-2989 • Child and Family Service 543-8468 • United Self Help 947-5558 • Hawaii Counseling & Education Center 254-6484



**Big Island:** Crisis Intervention 24-Hour Hotline 800-753-6789 • Turning Point for Families 322-7233 • Child and Family Service Crisis Mobile 323-2664 • United Self Help 866-866-4357



**Kauai:** Crisis Intervention 24-Hour Hotline 800-753-6789 • Hale 'Opio Kauai 245-2873 • United Self Help 866-866-4357

**Maui:** Crisis Intervention 24-Hour Hotline 800-753-6789 • Department of Human Services 243-5125 • United Self Help 866-866-4357 • Mental Health Kokua 224-7407



## IS YOUR TEEN USING ALCOHOL OR DRUGS?

**Oahu:** Hina Mauka's Teen CARE 236-2600 x259 • Bobby Benson Center 293-7555 • New Horizons 484-1000 • Ho'okawiki 696-3717 • Drug Addiction Services of Hawaii (DASH) 538-0704



**Big Island:** Big Island Substance Abuse Council 935-4927 • Alcoholics Anonymous (East Hawai'i) 961-6133 • Ke Ala Pono Recovery Center 989-7577

**Kauai:** YWCA of Kauai 245-5959 • Ke Ala Pono Recovery Center 877-7117 • Hina Mauka 245-8883 • CFS 245-5914

**Maui:** Maui Youth & Family Service 579-8414 • Aloha House Inc. 244-0920 • Castle Medical Center 242-9733 • Malama 877-7117 • Child and Family Service 877-6888



Aloha United Way

Phone: (808) 536-1951  
www.auw.org

## IS YOUR TEEN HAVING CONFLICTS AT HOME AND RUNNING AWAY?

**Oahu:** Hale Kipa 955-2248 • Youth Outreach 942-5858 • The Institute for Family Enrichment 596-8433 • Parents and Children Together 842-1843 • Central Oahu Youth Services 637-9344 • Susannah Wesley Community Center 847-1535

**Big Island:** Family Support Services 326-7778 • Child and Family Service (East Hawai'i) • 959-8864 • Military Safe House 533-7125 • Salvation Army Family Intervention 935-4111

**Kauai:** Hale 'Opio Kauai 245-2873

**Maui:** Maui Youth & Family Services 579-8414 • Na Hale O Wainee Resource Center 242-0296

*Whatever challenges you face with your teenager, we're here to help. If you suspect your teenager is pregnant, in need of health care, has been abused or is in need of mentors, positive role models, friendship and/or recreation, Aloha United Way's 211 hotline is available 24 hours a day, 7 days a week to find or give help.*

**It's FREE, it's CONFIDENTIAL and multilingual assistance is available. Dial Aloha United Way's 211 or visit: [www.auw.org](http://www.auw.org) and click on:**



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# State of Hawaii – Department of Education

## 2007-2008 OFFICIAL SCHOOL CALENDAR

**Teachers' Work Year** — First Semester: July 26, 2007, to January 11\*, 2008; Second Semester: January 14, 2008, to June 6, 2008  
**Students' Work Year** — First Semester: July 30, 2007, to December 20, 2007; Second Semester: January 14, 2008, to June 5, 2008

**This calendar applies to 10-month teachers and students at all regular DOE schools except those on multi-track schedules.**

Week	Student Days	Teacher Days		S	M	T	W	T	F	S	
			<b>2007-July</b>	1	2	3	4	5	6	7	July 4 – Independence Day
				8	9	10	11	12	13	14	
				15	16	17	18	19	20	21	
1	-	2		22	23	24	25	26	27	28	<b>1st SEMESTER – 93 Student Days</b>
2	5	7	<b>August</b>	29	30	31	1	2	3	4	July 26 – First day for teachers
3	10	12		5	6	7	8	9	10	11	July 30 – First day for students
4	14	16		12	13	14	15	16	17	18	August 17 – Statehood Day
5	19	21		19	20	21	22	23	24	25	
6	24	26	<b>September</b>	26	27	28	29	30	31	1	
7	28	30		2	3	4	5	6	7	8	September 3 – Labor Day
8	33	35		9	10	11	12	13	14	15	
9	38	40		16	17	18	19	20	21	22	
10	43	45		23	24	25	26	27	28	29	1st Quarter (43 days) Ends – Sept. 28
11	-	-	<b>October</b>	30	1	2	3	4	5	6	Oct. 1-5 – Fall Break ***
12	47	50		7	8	9	10	11	12	13	Oct. 8-12 – One teacher work day without students for Teacher Institute Day (dates set by HSTA)
13	52	55		14	15	16	17	18	19	20	
14	57	60	<b>November</b>	21	22	23	24	25	26	27	
15	62	65		28	29	30	31	1	2	3	
16	67	70		4	5	6	7	8	9	10	
17	71	74		11	12	13	14	15	16	17	Nov. 12 – Veterans Day (observed)
18	74	77	<b>December</b>	18	19	20	21	22	23	24	November 22 – Thanksgiving Day
19	79	82		25	26	27	28	29	30	1	November 23 – School Holiday
20	84	87		2	3	4	5	6	7	8	
21	89	92		9	10	11	12	13	14	15	2nd Quarter (50 days) and 1st Semester Ends – Dec. 20
22	93	96		16	17	18	19	20	21	22	
23	-	-		23	24	25	26	27	28	29	Dec. 21 - Jan. 10 – Winter Break ***
24	-	-	<b>2008-January</b>	30	31	1	2	3	4	5	Dec. 25 – Christmas; Jan. 1 – New Year's
25	-	97		6	7	8	9	10	11	12	Jan. 11 – Teacher work day (no students) *
26	98	102		13	14	15	16	17	18	19	<b>2nd SEMESTER – 91 Student Days</b>
27	102	106		20	21	22	23	24	25	26	January 21 – Martin Luther King Day
28	107	111	<b>February</b>	27	28	29	30	31	1	2	
29	112	116		3	4	5	6	7	8	9	
30	117	121		10	11	12	13	14	15	16	
31	121	125		17	18	19	20	21	22	23	February 18 – Presidents' Day
32	126	130	<b>March</b>	24	25	26	27	28	29	1	
33	131	135		2	3	4	5	6	7	8	
34	136	140		9	10	11	12	13	14	15	3rd Quarter (43 days) Ends – Mar. 14
35	-	-		16	17	18	19	20	21	22	March 17-28 – Spring Break ***
36	-	-		23	24	25	26	27	28	29	March 21 – Good Friday
37	141	145	<b>April</b>	30	31	1	2	3	4	5	March 26 – Kuhio Day
38	146	150		6	7	8	9	10	11	12	
39	151	155		13	14	15	16	17	18	19	
40	156	160		20	21	22	23	24	25	26	
41	161	165	<b>May</b>	27	28	29	30	1	2	3	
42	166	170		4	5	6	7	8	9	10	May 26 – Memorial Day
43	171	175		11	12	13	14	15	16	17	June 5 – Last day for students **
44	176	180		18	19	20	21	22	23	24	June 6 – Last day for teachers
45	180	184		25	26	27	28	29	30	31	4th Quarter (48 days) and 2nd Semester Ends – June 5
46	184	189	<b>June</b>	1	2	3	4	5	6	7	
	-4 ^	+1 ^^		8	9	10	11	12	13	14	June 11 – Kamehameha Day
	180	190		15	16	17	18	19	20	21	
				22	23	24	25	26	27	28	
				29	30						

Approved – 12.14.06

Light shaded dates are teacher work days without students

### OFFICIAL STATE HOLIDAYS, 2007-2008 SCHOOL YEAR

Independence Day .....	July 4, 2007	New Year's Day .....	January 1, 2008
Statehood Day .....	August 17, 2007	Dr. Martin Luther King, Jr., Day .....	January 21, 2008
Labor Day .....	September 3, 2007	Presidents' Day .....	February 18, 2008
Veterans Day (observed) .....	November 12, 2007	Good Friday .....	March 21, 2008
Thanksgiving Day .....	November 22, 2007	Prince Jonah Kuhio Kalaniana'ole Day .....	March 26, 2008
Christmas Day .....	December 25, 2007	Memorial Day .....	May 26, 2008
		King Kamehameha I Day .....	June 11, 2008

\* Jan. 11: Teacher work day between student semesters      \*\* Commencement Exercises: No sooner than May 30, 2008  
 \*\*\* For 12-month teachers – Intersessions: Oct. 1-5, Jan. 4-10, and Mar. 17-20; Recesses: Dec. 21-Jan. 3 and Mar. 24-28

^ Four instructional days shall be converted to non-student days for the purposes of school planning and collaboration.  
 ^^ The employer may assign an additional day (six-hour equivalent in half-hour blocks) for training and meetings beyond the teacher's regular work day.

# **C**hildren are Hawaii's most precious resource. Ensuring their healthy development deserves our highest priority.



Members of the Hawai'i Children's Trust Fund believe the needs of children can be met through increased community input, awareness, and involvement.

We are committed to combining the resources of Hawaii's communities and government to strengthen the family, prevent child abuse and neglect, and promote the development of healthy children in Hawaii and we invite you to join us!

## **M**ake an investment in Hawai'i's Future.

Not only does prevention make our communities safer, but it is a wise investment. It has been shown that for every \$1.00 spent on prevention, \$9.00 is saved on intervention and treatment services. Prevention is priceless when compared to the emotional and physical trauma caused by family and sexual violence. Here are 3 great ways to make a difference:

### Check Violence!\*

If you are receiving a Hawaii state tax refund, you may contribute up to \$10 for couples filing jointly or \$5 for a single taxpayer by checking off the appropriate box on your Hawaii State Income Tax form.

### Make a Tax Deductible Contribution Directly to the Hawai'i Children's Trust Fund

Hawai'i Children's Trust Fund  
c/o The Hawai'i Community Foundation  
1164 Bishop Street, Suite 800  
Honolulu, Hawaii 96813

### Join the Hawai'i Children's Trust Fund Coalition

Work with parents, community members, service providers, and public and private representatives to strengthen families in Hawai'i and promote strategies and statewide planning to prevent child neglect and child abuse. Membership is open to anyone interested and there are no obligations! Come to one of our meeting and learn more about HCTF. Call Jennifer Murphy at 808-733-9021 for meeting dates and times.

\* Your donation will be shared to help Check Violence in the State of Hawai'i through the Hawai'i Children's Trust Fund, the Domestic Violence and Sexual Assault Special Fund, and the Spouse and Child Abuse Special Account.

